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ABSTRACT

The manual for programed instruction of self care skills for trainable mentally handicapped children consists of dressing, dining, grooming, and toilet training. Teaching methods used include behavioral analysis and management, task analysis, and errorless learning. The lesson plans in each section are programed to maximize the child's success at each level of learning. Detailed guidelines instruct the parent or child care worker in what he should say and do at each step of instruction. The programed instruction is designed so that the child's dependence on the parent or child care worker for reinforcement decreases as the child becomes proficient at the task. The dressing program includes 12 model lesson plans for instruction in undressing and dressing as it pertains to various articles of clothing. The dining program consists of a model lesson plan on good eating and instruction on behavioral management of inappropriate dining behaviors. The grooming program is comprised of model lesson plans on tooth brushing, hand washing, hair brushing, nose blowing, and related skills. The toilet training program includes basic toilet training information and programed instruction. (For related programed instruction guidelines, see EC 040 485-6, 040 539, 040 541.) (CB)

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SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: THE ILLINOIS PROGRAM

PART III

SELF-HELP INSTRUCTION

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INTRODUCTION

The Self-Help Curriculum consists of four sections:

(a) The Dressing Program

(b) The Dining Program

(c) The Toilet Training Program

(d) The Grooming Program

The principles of behavioral analysis and management, task analysis, and errorless learning are used in order to teach the child to perform independently a variety of self-help skills. The lesson plans are programmed with the aim of maximizing the child's success at each step. What the parent or child care worker says and does in instructing the child is indicated in detail. The child's dependence on the parent or child care worker for cues, assistance, and reinforcement gradually decreases as the child becomes more proficient in performing each skill.

THE DRESSING PROGRAM

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THE DRESSING PROGRAM

A young retarded child often learns to dress and undress himself long before he learns names for the various articles of clothing. Because motor skills normally develop earlier than verbal ones, teachers and parents should try to teach these motor behaviors as soon as possible. The child who has learned appropriate dressing skills will dress and undress himself independently, making life more pleasant for the parent and teacher and more satisfying for the child.

An analysis of each dressing and undressing task indicates that each skill can be broken down into a sequence of several sub-skills. In addition, research has shown that children learn a sequential task faster when it is presented in a backwards order. For example, to teach S (a child) the skill of taking off his sock, T (the teacher or parent) would first teach S to remove his sock when it is "just barely on" his foot (for instance, when the cuff is at S's mid-arch). Then, when he has mastered that sub-skill, T would next teach him to remove his sock when it is "a little more on" his foot (say, when the cuff is slightly below S's heel). Notice that this step calls for S to learn only one new task (pulling sock from below heel to mid-arch); the remainder of the task has already been learned in the step before. Finally, T would teach S to remove his sock when it is completely on his foot.

This backwards ordering of step-by-step sub-skills is programmed into the lesson plans that follow. There are, of course, many possible ways in which each skill can be sub-divided, the authors have programmed the one that seems to them easiest for both child and teacher. If T finds another approach that would be easier for S, T should make the appropriate revisions in the teaching procedures used to teach that particular skill to that particular child. For instance, if, in taking the pretest, S uses a method that differs from that taught in the lesson plan and S can partially complete the task using this method, begin the instructional sequence at the point where S's action stopped or broke down, using a step-by-step backwards teaching procedure. T need not use the specific lesson plan procedure unless S's method is very inefficient and ineffective. It is important to remember that not all children learn best under the same method.

The lesson plans were written as if S were right-handed. Thus, the lessons teach S to take off and put on his right sock and shoe before his left ones, and the majority of actions are done by the right hand. If S is left-handed, T should revise the procedures accordingly. Also, the plans assume S is a male. Buttons, zippers and snaps are located in different locations on his clothes than they are on a girl's clothing. If S is a female, T should make the appropriate changes in procedures.

The dressing lesson plans have also been written in accordance with the principles of behavioral analysis. The child is reinforced, at first, for all behaviors that approximate the desired terminal behavior. Then, the child must produce closer and closer approximations toward the terminal behavior in order to be reinforced. Later, reinforcement is given only after the child performs the complete sequence of sub-skills that comprises the terminal behavior.

As the child learns to make the correct response for a given stage, hesitations and errors are likely to occur. When S makes no response to a given task request, T should assist S into making the correct response upon request. When S begins to make an incorrect response to a given task request, T should immediately intercept the incorrect response and assist S into making the correct response upon request. Such assistance should be given to S only as a prevention for errors. Gradually, T fades out the extent of assistance as S begins to initiate the correct response on his own.

Lesson Plan Format

The procedures for teaching dressing and undressing are presented in a series of twelve pairs of model lesson plans. For example, the first lesson plan for "Pants" describes how to teach a child to take off his pants. The second lesson plans for "Pants" describes the procedures for teaching a child to put on his pants. The "model" lesson plans for "Pants" can also be used to teach dressing and undressing for related garments such as: underpants, bathing suits, snow pants, shorts, slacks, pajama bottoms.

Each lesson plan is presented in the same format. This consists of:

Objective:

The objective of each lesson plan is to teach S to perform a certain skill upon request. No prerequisite knowledge is required of S before beginning any lesson. Although T says, "TAKE OFF YOUR SOCK," S need not initially understand "take off" or "sock" since T always accompanies this task request with a demonstration or a touch of the sock. The teacher could teach this skill just as easily with the simple task request, "DO THIS," but the authors feel that the systematic introduction of relevant language is desirable. It is suggested, however, that verbal assistance or instruction be held at a minimum and that physical assistance and demonstrations be used in its place. The objective has been accomplished when, and only when, the child meets criteria for terminal behavior.

Materials:

A list of materials needed in teaching each skill is included with every lesson plan. These materials are readily available or easy to make.

Setting:

The setting for each lesson plan describes the physical positions of the parent or teacher (T) in relation to the child (S). The physical relationship is important for purposes of demonstration and assistance. The setting also describes the initial arrangement of the child's (S's) clothing. A quiet room with few distractions is recommended.

Teaching Procedure:

For purposes of clarity, the teaching procedure has been broken down into a series of discrete stages, beginning with an initial Pretest Stage and progressing to a Posttest Stage. A brief description of the various stages is presented as follows.

Pretest: The purpose of the pretest is to determine if S can already perform the required skill upon request. During pretesting, S's normal size clothing is used, because clothing that fits the child is used every day. Do not reinforce or correct S while he is performing in the pretest. Be careful not to gesture. Such feedback will influence S's behavior and invalidate the test.

A. If, upon request, the child completes the entire undressing/dressing sequence on his own with no errors, it is not necessary to teach the lesson. Instead, the teacher pretests the child on another skill.

B. If, upon request, the child partially completes the undressing/dressing sequence, the child should be taught the lesson, beginning at the point in the lesson plan where the child had difficulty.

C. If, upon request, the child does not repond at all, the child should be taught the lesson beginning at Stage 2.

Demonstration Stage: The purpose of the Demonstration Stage is to show the child the actions required to take off or put on the article of clothing. T gives a single demonstration which generally includes her assisting S to perform the desired sub-skill. For example, if the teacher wants to teach the child to pull off his sock, the first stage of the teaching procedure is to demonstrate by beginning with the cuff of the sock at mid-arch and assisting the child to grasp the sock and push it

clear of his foot. The clothing which is used should be larger than the child's normal size, to make undressing and dressing easier for the child. The teacher positions the garment properly, says the task request, and assists the child to perform the actions required at that stage. The child should be encouraged with smiles and praise.

Task Request Stage: The purpose of the Task Request Stage is to teach each sub-skill separately. Use clothing or accessories which are larger than the child's normal size, to facilitate learning. The teacher positions the garment properly, says the task request, and waits for S to perform the actions required of him in that stage. Reinforcement should be immediate and enthusiastic and very frequent in the early stages of the child's mastery of a given undressing/dressing task. If the child responds incorrectly, the teacher assists the child until he makes the correct response. The amount of physical assistance and reinforcement given by the teacher is systematically reduced as the child gradually masters the sequence of sub-skills. The child passes a given task request stage when he performs on his own the entire sequence of sub-skills covered in that particular stage.

Terminal Behavior: The purpose of the Terminal Behavior Stage is to insure that the child has mastered the entire sequence of actions necessary to meet the objective of the lesson plan. In this stage, the parent or teacher introduces the child's normal size garment, since this is what the child must use in everyday dressing and undressing activities. Since the child has previously been working with an oversized garment, it may be necessary for the teacher to give the child some assistance, which should be faded as quickly as possible. Reinforcement is given as needed. The child meets the criteria for terminal behavior when he performs on his own, with no errors, the entire sequence of undressing or dressing sub-skills.

Posttest: The purpose of the Posttest is to determine whether the child can perform the task objective upon request with no assistance or reinforcement of any kind. The posttest may be given at any time after the child has met the criteria for the terminal behavior stage. It is recommended, however, that posttesting be done at least twenty-four hours after the child has completed the terminal behavior stage.

During the posttest, S's normal size clothing is used, because clothing that fits the child is used everyday. T tests to see if S can now perform the given skill upon request.

A. If, upon request, S completes the entire undressing/dressing sequence on his own, with no errors, T may then reinforce S and pretest him on another lesson. S should be posttested periodically to insure that he is continuing to perform the task in the prescribed manner.

B. If, upon request, S does not complete the entire dressing/undressing sequence on his own, with no errors, T should return S to the stage where S's action stopped or broke down, using a normal size article of clothing. After S has mastered the terminal behavior stage, he should again be posttested.

Notes, Generalizations and Related Clothing:

In addition to the teaching procedure, the lesson plan contains notes, which give further information or suggestions to the teacher. The generalizations section indicates other similar tasks the child should be able to perform now that he has completed the lesson. Finally, the child can be taught to take off or put on various kinds of related clothing by means of each model lesson plan.

In summary, each dressing lesson plan has been task analyzed and programmed in a backwards sequence of step-by-step sub-skills. Each plan is to be taught using appropriate reinforcement and assistance procedures. The pretest-demonstration-task request-terminal behavior-posttest sequence allows T to evaluate the child's level of performance continually and to proceed to a new stage only when the child has mastered the previous stage. Certain generalizations can immediately be made by the child once he has progressed through a given lesson plan, and he can then learn to perform related skills using different articles of clothing.

Initially, T may wish to observe the child as he dresses and undresses in an informal situation. This would give T a rough idea of the child's competency with the various motor skills. T might then begin testing and/or teaching a skill which the child can partially complete, working up to skills which are less faimilar to the child. Thus, the decision as to which skills are taught first is left to the teacher.

There are many other important skills which should be reinforced during teaching sessions. When S has learned to put on an article of clothing, for instance, S should always be encouraged through enthusiastic reinforcement to get that article from his closet or bureau drawer. (This might involve teaching S to use a hanger, etc.) Similarly, when S has learned to take off an article of clothing, he should always be encouraged to put it away in its proper place. These tasks should then be required as part of S's dressing and undressing.

The model lesson plans have been ordered with respect to the Master Word List of the Language Curriculum, which considers the child's frequency of contact with the article of clothing as the primary variable for ordering. Also, the undressing procedure is always listed before the dressing procedure since it is easier to perform, takes fewer steps and is more reinforcing to the child.

THE DRESSING PROGRAM: SUGGESTED TEACHING SEQUENCE

1. SOCK - Undressing Procedure
   Dressing Procedure

2. SHOE - Undressing Procedure
   Dressing Procedure

3. T-SHIRT - Undressing Procedure
   Dressing Procedure

4. PANTS - Undressing Procedure
   Dressing Procedure

5. DRESS - Undressing Procedure
   Dressing Procedure

6. COAT - Undressing Procedure
   Dressing Procedure

7. HAT - Undressing Procedure
   Dressing Procedure

8. MITTENS - Undressing Procedure
   Dressing Procedure

9. ZIPPING - Undressing Procedure
   Dressing Procedure

10. SNAPPING - Undressing Procedure
    Dressing Procedure

11. BUTTONING - Undressing Procedure
    Dressing Procedure

12. TYING - Undressing Procedure
    Dressing Procedure

Model Lesson Plan

SOCK - Undressing Procedure

OBJECTIVE: To teach S to take off his sock upon request.

MATERIALS: A nylon stretch sock two sizes too large for S; a nylon stretch sock S's normal size.

SETTING: S and T sitting on floor, S with shoes and socks off.

Teaching Procedure

Stage 1. Pretest (Use normal-sized sock.)

Begin with one sock completely on S's right foot.
T touches sock and says,

S, TAKE OFF YOUR SOCK.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration (Use oversized sock in Stages 2 - 9.)

Begin with cuff of oversized sock at mid-arch of S's right foot.
T assists S to hold cuff of sock, placing S's thumbs inside and fingers outside, and says,

TAKE OFF YOUR SOCK,

and immediately assists S to push the sock clear of his foot.

Stage 3. Task Request

Begin as in Stage 2.
T touches oversized sock and says,

S, TAKE OFF YOUR SOCK.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with cuff of oversized sock slightly below right heel.
T assists S to hold cuff of sock and says,

TAKE OFF YOUR SOCK,

and immediately assists S to push sock clear of foot.

Stage 5. Task Request.

Begin as in Stage 4.
T touches oversized sock and says,

S, TAKE OFF YOUR SOCK.

Stage 6. Demonstration.

Begin with cuff of oversized sock at right ankle (above heel).
T says,

TAKE OFF YOUR SOCK,

and immediately assists S to push sock past heel and clear of foot.

Stage 7. Task Request.

Begin as in Stage 6.
T touches oversized sock and says,

S, TAKE OFF YOUR SOCK.

Stage 8. Demonstration.

Begin with oversized sock completely on S's right foot.
T says,

TAKE OFF YOUR SOCK,

and immediately assists S to push sock past ankle, heel and clear of foot.

Stage 9. Task Request.

Begin as in Stage 8.
T touches oversized sock and says,

S, TAKE OFF YOUR SOCK.

Stage 10. Terminal Behavior. (Use normal-sized sock.)

Begin with fitted sock completely on S's right foot.
T touches sock and says,

S, TAKE OFF YOUR SOCK. (See Note.)

Give minimal reinforcement and assistance as required.

Stage 11. Posttest. (Use normal-sized sock.)

Begin with fitted sock completely on S's right foot.
T touches sock and says,

S, TAKE OFF YOUR SOCK.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Note: If S has difficulty with the normal-sized sock, try putting talcum powder or corn starch in the sock and on S's foot to help alleviate the difficulty of the foot resisting as it is pulled out of the sock.

Generalizations: After S has met criterion for one sock, the second sock may be introduced. Also, wool and cotton socks may be used.

Related Clothing: T can use this same lesson plan as a model to teach S to take off tights. T will need to program the appropriate modifications.

Model Lesson Plan

SOCK - Dressing Procedure

OBJECTIVE: To teach S to put on his sock upon request.

MATERIALS: A nylon stretch sock two sizes too large for S; a nylon stretch sock S's normal size.

SETTING: S and T sitting on floor, S with shoes and socks off.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized sock.)

Place sock beside S's right foot.
T touches sock and says,

S, PUT ON YOUR SOCK.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized sock in Stages 2 - 13.)

Begin with cuff of oversized sock pushed down to S's right ankle.
T assists S to hold cuff of sock, placing S's thumbs inside and fingers outside, and says,

PUT ON YOUR SOCK,

and immediately assists S to pull the cuff of his sock from his ankle to the calf of his leg.

Stage 3. Task Request.

Begin as in Stage 2.
T touches cuff of oversized sock and says,

S, PUT ON YOUR SOCK.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with cuff of oversized sock at an angle across right heel and ankle.
T assists S to hold cuff of sock and says,

PUT ON YOUR SOCK,

and immediately assists S to pull cuff of sock over heel to calf of leg.

Stage 5. Task Request.

Begin as in Stage 4.
T touches cuff of oversized sock and says,

S, PUT ON YOUR SOCK.

Stage 6. Demonstration.

Begin with cuff of oversized sock slightly below right heel.
T says,

PUT ON YOUR SOCK,

and immediately assists S to pull cuff of sock up and over heel to calf of leg.

Stage 7. Task Request.

Begin as in Stage 6.
T touches cuff of oversized sock and says,

S, PUT ON YOUR SOCK.

Stage 8. Demonstration.

Begin with cuff of oversized sock at mid-arch of right foot.
T says,

PUT ON YOUR SOCK,

and immediately assists S to pull cuff of sock up and over heel to calf of leg.

Stage 9. Task Request.

Begin as in Stage 8.
T touches cuff of oversized sock and says,

S, PUT ON YOUR SOCK.

Stage 10. Demonstration.

Begin with cuff of oversized sock gathered and pulled slightly past toes of right foot.
T says,

PUT ON YOUR SOCK,

and immediately assists S to pull cuff of sock up and over heel to calf of leg.

Stage 11. Task Request.

Begin as in Stage 10.
T touches cuff of oversized sock and says,

S, PUT ON YOUR SOCK.

Stage 12. Demonstration.

Place oversized sock beside S's right foot.
T assists S to align sock with front of foot and place thumb inside and fingers outside of cuff.
T says,

PUT ON YOUR SOCK,

and immediately assists S to put sock over toes and pull sock to calf of leg. (See Note 1.)

Stage 13. Task Request.

Begin as in Stage 12.
T touches oversized sock and says,

S, PUT ON YOUR SOCK.

Stage 14. Terminal Behavior. (Use normal-sized sock.)

Place fitted sock beside S's right foot.
T touches sock and says,

S, PUT ON YOUR SOCK. (See note 2.)

Give minimal reinforcement and assistance as required.

Stage 15. Posttest. (Use normal-sized sock.)

Place fitted sock beside S's right foot.
T touches sock and says,

S, PUT ON YOUR SOCK.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. If S is having difficulty with correct positioning of sock, e.g., confusing the heel with the toe part, a sock marked with colors (toe red, heel blue) may be used. In order to teach correct toe-heel position, T may color S's toes red and heel blue to match the sock. Then S may be shown how to align the sock using these color prompts. This prompting should be gradually faded out until criterion is reached with the unmarked sock.

2. If S has difficulty with the normal-sized sock, try putting talcum powder or corn starch in the sock and on S's foot to help alleviate the difficulty of the foot resisting as it is pushed into the sock.

Generalizations: After S has met criterion with one sock, the second sock may be introduced. Also, wool and cotton socks may be used.

Related Clothing: T can use this same lesson plan as a model to Teach S to put on tights. T will need to program the appropriate modifications.

Model Lesson Plan

SHOE - Undressing Procedure

OBJECTIVE: To teach S to take off his shoe upon request, without unlacing.

MATERIALS: A moccasin-type right shoe or right loafer two sizes too large for S; a tie-type right shoe S's normal size. Both have laces removed or loosened.

SETTING: S and T sitting on floor, S with sock on and shoes off.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized tie-type shoe.)

Begin with right shoe completely on S's right foot.
T touches shoe and says,

S, TAKE OFF YOUR SHOE.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized loafer-type shoe in Stages 2 - 7.)

Begin with S's right heel outside shoe, toes inside.
T assists S to hold heel of oversized shoe and says,

TAKE OFF YOUR SHOE,

and immediately assists S to push the shoe clear of his foot.

Stage 3. Task Request.

Begin as in Stage 2.
T touches oversized shoe and says,

S, TAKE OFF YOUR SHOE.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with S's right heel half-way outside oversized shoe.
T assists S to hold heel of shoe and says,

TAKE OFF YOUR SHOE,

and immediately assists S to pull heel out of shoe until shoe is clear of foot.

Stage 5. Task Request.

Begin as in Stage 4.
T touches oversized shoe and says,

S, TAKE OFF YOUR SHOE.

Stage 6. Demonstration.

Begin with oversized right shoe completely on S's right foot.
T says,

TAKE OFF YOUR SHOE,

and immediately assists S to push shoe clear of foot.

Stage 7. Task Request.

Begin as in Stage 6.
T touches oversized shoe and says,

S, TAKE OFF YOUR SHOE.

Stage 8. Terminal Behavior. (Use normal-sized loafer or tie-type shoe.)

Begin with fitted right shoe completely on S's right foot.
T touches shoe and says,

S, TAKE OFF YOUR SHOE. (See Note 1.)

Give minimal reinforcement and assistance as required.

Stage 9. Posttest. (Use normal-sized loafer or tie-type shoe.)

Begin with fitted right shoe completely on S's right foot. T touches shoe and says,

S, TAKE OFF YOUR SHOE.

So not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. If S has difficulty with the normal-sized shoe, try putting talcum powder or corn starch on the bottom of the sock and inside S's shoe to help alleviate the difficulty of the sock resisting as it is pulled out of the shoe.

2. Once S has mastered untying, this task may also be required as part of S's taking off his shoe.

Generalization: After S has met criterion for the right shoe, the left shoe may be introduced.

Related Clothing: T can use this same lesson plan as a model to teach S to take off rubbers, boots, and slippers. T will need to program the appropriate modifications.

Model Lesson Plan

SHOE - Dressing Procedure

OBJECTIVE: To teach S to put on his shoe upon request, without discriminating right shoe from left shoe and without lacing.

MATERIALS: A moccasin-type right shoe or right loafer two sizes too large for S; a tie-type right shoe S's normal size. Both have laces removed or loosened. A shoehorn (optional).

SETTING: S and T sitting on floor, S with socks on and shoes off.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized shoe.)

Place right shoe beside S's right foot.
T touches shoe and says,

S, PUT ON YOUR SHOE.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized loafer-type shoe in Stages 2 - 7.)

Begin with S's right heel half-way inside oversized shoe.
T assists S to hold shoe tongue (or top of shoe) up with one hand and to place shoe horn (or index finger of the other hand) down inside the back of the shoe.
T says,

PUT ON YOUR SHOE,

and immediately assists S to push his heel into the shoe.

Stage 3. Task Request.

Begin as in Stage 2.
T touches heel of oversized shoe and says,

S, PUT ON YOUR SHOE.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with S's right heel outside oversized shoe, toes inside.
T assists S to hold shoe tongue (or top of shoe) and to use shoehorn or index finger).
T says,

PUT ON YOUR SHOE,

and immediately assists S to push heel into shoe.

Stage 5. Task Request.

Begin as in Stage 4.
T touches heel of oversized shoe and says,

S, PUT ON YOUR SHOE.

Stage 6. Demonstration.

Place oversized right shoe beside S's right foot.
T assists S to align shoe with front of foot, hold shoe tongue (or top of shoe) and use shoehorn (or index finger).
T says,

PUT ON YOUR SHOE,

and immediately assists S to put toes into shoe and push heel into shoe.

Stage 7. Task Request.

Begin as in Stage 6.
T touches oversized shoe and says,

S, PUT ON YOUR SHOE.

Stage 8. Terminal Behavior. (Use normal-sized loafer or tie-type shoe.)

Place fitted right shoe beside S's right foot.
T touches shoe and says,

S, PUT ON YOUR SHOE. (See Note 1.)

Give minimal reinforcement and assistance as required.

Stage 9. Posttest. (Use normal-sized loafer or tie-type shoe.)

Place fitted right shoe beside S's right foot.
T touches shoe and says,

S, PUT ON YOUR SHOE.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. If S has difficulty with the normal-sized shoe, try putting talcum powder or corn starch on the bottom of the sock and inside S's shoe to help alleviate the difficulty of the sock resisting as it is pushed into the shoe.

2. Once S has mastered tying and right-left shoe discrimination, these tasks may also be required as part of S's putting on his shoes.

Generalization: After S has met criterion for the right shoe, the left shoe may be introduced.

Related Clothing: T can use this same lesson plan as a model to teach S to put on rubbers, boots, and slippers. T will need to program the appropriate modifications.

Model Lesson Plan

T-SHIRT (pullover-type) - Undressing Procedure

OBJECTIVE: To teach S to take off his T-shirt upon request.

MATERIALS: A T-shirt two sizes too large for S; a T-shirt S's normal size. (T-shirts should be the cotton pullover type, with loose-fitting neck and short sleeves.)

SETTING: S sits, T stands near S.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized T-shirt.)

Begin with shirt completely on S.
T touches shirt and says,

S, TAKE OFF YOUR SHIRT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized T-shirt in Stages 2 - 7.)

Begin with oversized shirt on S.
T grasps the bottom of S's shirt by the sides, pulls the shirt inside-out and up over S's chest and head until the shirt is only covering S's extended arms and hands.
T says,

TAKE OFF YOUR SHIRT,

and immediately assists S to grasp the left side of S's shirt with his right hand and pull his left arm and hand clear of the shirt. Repeat similar action with right side of shirt, completely removing S's shirt. (See Note.)

Stage 3. Task Request.

Begin as in Stage 2.
T touches one side of S's oversized shirt and says,

S, TAKE OFF YOUR SHIRT.

T touches the other side of S's shirt and repeats task request.
If necessary, T helps S to complete action described in Stage 2.
Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with oversized shirt on S.
T grasps the bottom of S's shirt by the sides, pulls the shirt inside-out and up over S's chest until the shirt is covering S's head and S's arms are extended over his head.
T says,

TAKE OFF YOUR SHIRT,

and immediately assists S to grasp the left side of S's shirt with his right hand and pull shirt over head and free of arm and hand. Then, assist S to remove the right side of his shirt.

Stage 5. Task Request.

Begin as in Stage 4.
T touches one side of S's oversized shirt and says,

S, TAKE OFF YOUR SHIRT.

T touches the other side of S's shirt and repeats task request.

Stage 6. Demonstration.

Begin with oversized shirt completely on S.
T says,

TAKE OFF YOUR SHIRT,

and immediately assists S to grasp the right side of his shirt with his left hand and the left side of his shirt with his right hand. Then, assist S to put shirt up until the inside-out shirt is covering S's head and S's arms are extended over his head. S should then complete action to remove his shirt properly.

Stage 7. Task Request.

Begin as in Stage 6.
T touches both sides of S's oversized shirt and says,

S, TAKE OFF YOUR SHIRT.

Stage 8. Terminal Behavior. (Use normal-sized T-shirt.)

Begin with fitted shirt completely on S.
T touches shirt and says,

S, TAKE OFF YOUR SHIRT.

Give minimal reinforcement and assistance as required.

Stage 9. Posttest. (Use normal-sized T-shirt.)

Begin with fitted shirt completely on S.
T touches shirt and says,

S, TAKE OFF YOUR SHIRT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Note: T may wish to teach S to take off his shirt using another method. If another approach seems easier for S, T should make the appropriate revisions in the teaching procedure. One alternative teaching method would be allow S to lower his arms so the shirt will fall to S's wrists and then drop to the floor. (Whether this works may depend upon the shirt's material and the width of the shoulder holes.) Use whatever teaching method works most easily with S.

Generalization: After S has met criterion with cotton shirts with loose-fitting necks and short sleeves, other kinds of shirts (e.g., wool ones with long sleeves) may be introduced.

Related Clothing: T can use this same lesson plan as a model to teach S to take off pullover sweaters, undershirts and polo shirts. T will need to program the appropriate modifications.

Model Lesson Plan

T-SHIRT (pullover-type) - Dressing Procedure

OBJECTIVE: To teach S to put on his T-shirt upon request, without discriminating front from back.

MATERIALS: A T-shirt two sizes too large for S; a T-shirt S's normal size. (T-shirts should be the cotton pullover-type, with loose-fitting neck and short sleeves.)

SETTING: S sits, T stands near S. S is bare-chested.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized T-shirt.)

Begin with shirt placed flat and front-down on S's lap.
T touches shirt and says,

S, PUT ON YOUR SHIRT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized T-shirt in Stages 2 - 9.)

Begin with oversized shirt on S.
T raises S's arms and lifts neck hole up and over S's head so that the body of the shirt is covering S's head and S's arms are extended upward but still in the sleeves.
T says,

PUT ON YOUR SHIRT,

and immediately assists S to look through the neck hole and raise up and push back his arms so that his head will automatically be pushed through the neck hole. The shirt will then fall down to S's waist; if not, S can be assisted to position shirt properly.

Stage 3. Task Request. (Use oversized shirt.)

Begin as in Stage 2.
T touches S's arms and says,

S, PUT ON YOUR SHIRT.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with oversized shirt off S.
T puts shirt partially on S so that shoulder holes are at S's mid-arm and the back of the shirt is gathered at S's shoulders.
T says,

PUT ON YOUR SHIRT,

and immediately assists S to lift up the gathered back of S's shirt and pull his shirt over his head until he can look through the neck hole. S should then complete action to position shirt properly.

Stage 5. Task Request. (Use oversized shirt.)

Begin as in Stage 4.
T lifts the gathered back of the shirt and says,

S, PUT ON YOUR SHIRT.

Stage 6. Demonstration.

Begin with oversized shirt off S.
T puts shirt partially on S so that shoulder holes are at S's wrists and body of shirt surrounds extended arms.
T says,

PUT ON YOUR SHIRT,

and immediately assists S to grasp the right side of S's shirt with his left hand and pull the shirt until the shoulder hole is at the mid-arm. Repeat similar action with left side of shirt. S should then complete action to position shirt properly. (See Note 1.)

Stage 7. Task Request. (Use oversized shirt.)

Begin as in Stage 6.
T touches one shoulder hole and says,

S, PUT ON YOUR SHIRT.

T touches the other shoulder hole and repeats task request.

(T may need to give additional encouragement at this stage in order to get S to complete the task of pulling shirt over head and positioning shirt properly.)

Stage 8. Demonstration.

Begin with oversized shirt placed flat and front-down on S's lap.
T says,

PUT ON YOUR SHIRT,

and immediately assists S to lift up the back of his shirt, put his right hand through the right shoulder hole and his left hand through the left shoulder hole so that the shoulder holes are at S's wrists. S should then complete action to position shirt properly.

Stage 9. Task Request. (Use oversized shirt.)

Begin as in Stage 8.
T lifts the back of the shirt and says,

S, PUT ON YOUR SHIRT.

(S may need additional encouragement at this stage.)

Stage 10. Terminal Behavior. (Use normal-sized T-shirt.)

Begin with fitted shirt placed flat and front-down on S's lap.
T touches shirt and says,

S, PUT ON YOUR SHIRT.

Give minimal reinforcement and assistance as required.

Stage 11. Posttest. (Use normal-sized T-shirt.)

Begin with fitted shirt placed flat and front-down on S's lap. T touches shirt and says,

S, PUT ON YOUR SHIRT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. T may wish to teach S to put on his shirt using another method. If another approach seems easier for S, T should make the appropriate revisions in the teaching procedure. One alternative teaching method would be to allow S to raise his arms so the shirt will fall from S's wrists to his mid-arms. (Whether this works may depend upon the shirt's material and the width of the shoulder holes.) Use whatever teaching method works most easily with S.

2. Once S has mastered front-back discrimination, this task may also be required as part of S's putting on his shirt.

Generalization: After S has met criterion with cotton shirts with loose-fitting necks and short sleeves, other kinds of shirts (e.g., wool ones with long sleeves) may be introduced.

Related Clothing: T can use this same lesson plan as a model to teach S to put on pullover sweaters, undershirts and polo shirts. T will need to program the appropriate modifications.

Model Lesson Plan

PANTS - Undressing Procedure

OBJECTIVE: To teach S to take off his pants upon request, without unsnapping or unzipping.

MATERIALS: A pair of pants two sizes too large for S; a pair of pants S's normal size. Both have elastic waistbands.

SETTING: As indicated by each stage. (See Note.)

Teaching Procedure

Stage 1. Pretest. (Use normal-sized pants.)

S is standing near a chair.
Begin with pants completely on S.
T touches pants and says,

S, TAKE OFF YOUR PANTS.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized pants in Stages 2 - 7.)

S is sitting on the edge of a chair.
Begin with oversized pants pushed down so that waistband is at S's feet.
T says,

TAKE OFF YOUR PANTS,

and immediately assists S to lift his right leg and bend his knee so S can grasp the right pant cuff and pull pant leg up and clear of S's foot. Repeat similar action with left leg.

Stage 3. Task Request. (Use oversized pants.)

Begin as in Stage 2.
T touches one pant cuff and says,

S, TAKE OFF YOUR PANTS.

T touches the other pant cuff and repeats task request.
If necessary, T helps S to complete action described in Stage 2.
Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

S is standing near a chair.
Begin with waistband of oversized pants just above S's knees.
T says,

TAKE OFF YOUR PANTS,

and immediately assists S to grasp the waistband at both sides (thumbs hooked over waistband, fingers outside and pushing downward) and push pants down so that waistband is at S's feet. S should then sit down on the edge of a chair and complete action to remove pants.

Stage 5. Task Request. (Use oversized pants.)

Begin as in Stage 4.
T touches waistband and says,

S, TAKE OFF YOUR PANTS.

Stage 6. Demonstration.

S is standing near a chair.
Begin with waistband of oversized pants at S's waist level.
T says,

TAKE OFF YOUR PANTS,

and immediately assists S to grasp the waistband at both sides (thumbs hooked over waistband, fingers outside) and push pants down so that waistband is at S's feet. S should then sit down on the edge of a chair and complete action to remove pants.

Stage 7. Task Request. (Use oversized pants.)

Begin as in Stage 6.
T touches waistband and says,

S, TAKE OFF YOUR PANTS.

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Stage 8. Terminal Behavior. (Use normal-sized pants.)

S is standing near a chair.
Begin with fitted pants completely on S.
T touches pants and says,

S, TAKE OFF YOUR PANTS.

Give minimal reinforcement and assistance as required.

Stage 9. Posttest. (Use normal-sized pants.)

S is standing near a chair.
Begin with pants completely on S.
T touches pants and says,

S, TAKE OFF YOUR PANTS.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Note: This lesson plan allows S to sit while performing certain sub-skills, in order to facilitate learning.

Generalizations: 1. After S has mastered this task, pants having regular (nonelastic) waistbands may be introduced. S may also be taught to loosen his belt.

2. Once S has mastered unsnapping and unzipping, a regular pair of "zip-up and snap" pants may be introduced. The terminal behavior would then require unsnapping and unzipping the pants and taking them off.

Related Clothing: T can use this same lesson plan as a model to teach S to take off underpants, bathing suits, snowpants, shorts, slacks and pajama bottoms. T will need to program the appropriate modifications.

Model Lesson Plan

PANTS - Dressing Procedure

OBJECTIVE: To teach S to put on his pants upon request, without zipping, snapping, or discriminating front from back.

MATERIALS: A pair of pants two sizes too large for S; a pair of pants S's normal size. Both have elastic waistbands.

SETTING: As indicated by each stage. (See Note 1.)

Teaching Procedure

Stage 1. Pretest. (Use normal-sized pants.)

S is sitting on the edge of a chair.
Give S his pants.
T touches pants and says,

S, PUT ON YOUR PANTS.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized pants in Stages 2 - 11.)

S is standing.
Begin with oversized pants at S's mid-hip level.
T says,

PUT ON YOUR PANTS,

and immediately assists S to grasp the waistband (his thumbs hooked over the waistband and his fingers outside, pulling upward) and pull his pants up to the waist level.

Stage 3. Task Request. (Use oversized pants.)

Begin as in Stage 2.
T touches waistband and says,

S, PUT ON YOUR PANTS.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

S is standing.
Begin with oversized pants at S's knee level.
T says,

PUT ON YOUR PANTS,

and immediately assists S to grasp waistband (thumb hooked over waistband, fingers outside) and pull pants up from knees to waist level.

Stage 5. Task Request. (Use oversized pants.)

Begin as in Stage 4.
T touches waistband and says,

S, PUT ON YOUR PANTS.

Stage 6. Demonstration.

S is standing.
Begin with oversized pants pushed down to S's feet, with feet still showing. T says,

PUT ON YOUR PANTS,

and immediately assists S to grasp waistband and pull pants up from feet to waist level.

Stage 7. Task Request. (Use oversized pants.)

Begin as in Stage 6.
T touches waistband and says,

S, PUT ON YOUR PANTS.

Stage 8. Demonstration. (Use oversized pants.)

S is sitting on the edge of a chair.
Put S's feet into leg holes so that waistband is at S's ankles and pant legs are stretched out.
T says,

PUT ON YOUR PANTS,

and immediately assists S to lift his right foot and pull up the sides of the right pant leg until his foot is visible. T then assists S to place his foot on the floor. Repeat similar action with left foot. S should then stand up and pull pants up from feet to waist level.

Stage 9. Task Request. (Use oversized pants.)

Begin as in Stage 8.
T touches one pant leg and says,

S, PUT ON YOUR PANTS.

T touches the other pant leg and repeats task request.

(T may need to give additional encouragement at this stage in order to get S to complete the task of pulling pants to waist level.)

Stage 10. Demonstration. (Use oversized pants.)

S is sitting on the edge of a chair.
Give S his pants.
T says,

PUT ON YOUR PANTS,

and immediately assists S to grasp waistband (so that leg holes are visible and positioned across from the appropriate legs) and put each leg in the appropriate leg hole. S should then complete action until pants are pulled to waist level. (See Note 2.)

Stage 11. Task Request. (Use oversized pants.)

Begin as in Stage 10.
T touches waistband and says,

S, PUT ON YOUR PANTS.

Stage 12. Terminal Behavior. (Use normal-sized pants.)

S is sitting on the edge of a chair.
Give S his pants.
T touches pants and says,

S, PUT ON YOUR PANTS.

Give minimal reinforcement and assistance as required.

Stage 13. Posttest. (Use normal-sized pants.)

S is sitting on the edge of a chair.
Give S his pants.
T touches pants and says,

S, PUT ON YOUR PANTS.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. This lesson plan allows S to sit while performing certain sub-skills, in order to facilitate learning.

2. This lesson plan does not require that S discriminate the front from the back of the pants. If T considers this to be important, T might put a big safety pin on the front of the pants and tell S that the safety pin should end up on S's tummy. Later, the safety pin will not be needed.

Generalizations: 1. After S has mastered this task, pants having regular (nonelastic) waistbands may be introduced. S may also be taught to tighten his belt.

2. Once S has mastered snapping and zipping, a regular pair of "zip-up and snap" pants may be introduced. The terminal behavior would then require putting on pants with the zipper appropriately positioned, zipping them up, and snapping them.

Related Clothing: T can use this same lesson plan as a model to teach S to put on underpants, bathing suits, snowpants, shorts, slacks, and pajama bottoms. T will need to program the appropriate modifications.

Model Lesson Plan

DRESS - Undressing Procedure

OBJECTIVE: To teach S to take off her dress upon request, without unbuttoning or unzipping.

MATERIALS: A dress two sizes too large for S; a dress S's normal size. Both open at the back, have short sleeves, and are unbuttoned or unzipped.

SETTING: S and T standing, facing each other.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized dress.)

Begin with dress completely on S.
T touches dress and says,

S, TAKE OFF YOUR DRESS.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized dress in Stages 2 - 7.)

Begin with S's arms out of arm holes and bodice of oversized dress down around S's waist.
T says,

TAKE OFF YOUR DRESS,

and immediately assists S to grasp the waistline of her dress at the sides, push it down to her feet, and step clear of the dress.

Stage 3. Task Request. (Use oversized dress.)

Begin as in Stage 2.
T touches the waistline of the dress and says,

S, TAKE OFF YOUR DRESS.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with shoulders of oversized dress at S's elbows and bodice of dress around S's waist.
T says,

TAKE OFF YOUR DRESS,

and immediately assists S to grasp right shoulder of dress with left hand and pull right arm out of arm hole. Repeat similar action with left shoulder of dress. S should then complete action to remove her dress. (See Note 1.)

Stage 5. Task Request. (Use oversized dress.)

Begin as in Stage 4.
T touches one shoulder of dress and says,

S, TAKE OFF YOUR DRESS.

Stage 6. Demonstration.

Begin with S's oversized dress completely on.
T says,

TAKE OFF YOUR DRESS,

and immediately assists S to grasp right shoulder of dress with left hand and pull shoulder to S's right elbow. S should then pull right arm out of arm hole. Repeat similar action with left shoulder of dress. S should then complete action to remove her dress.

Stage 7. Task Request. (Use oversized dress.)

Begin as in Stage 6.
T touches one shoulder of dress and says,

S, TAKE OFF YOUR DRESS.

Stage 8. Terminal Behavior. (Use normal-sized dress.)

Begin with normal size dress completely on S.
T touches dress and says,

S, TAKE OFF YOUR DRESS.

Give minimal reinforcement and assistance as required.

Stage 9. Posttest. (Use normal-sized dress.)

Begin with dress completely on S.
T touches dress and says,

S, TAKE OFF YOUR DRESS.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. T may wish to teach S to take off her dress using another method. If another approach seems easier for S, T should make the appropriate revisions in the teaching procedure used for her.

2. Once S has mastered unbuttoning or unzipping, this task may also be required as part of S's taking off her dress.

Generalization: After S has met criterion with a short-sleeved dress, a long-sleeved dress may be introduced.

Related Clothing: T can use this same lesson plan as a model to teach S to take off nighties, skirts, and slips. T will need to program appropriate modifications.

Model Lesson Plan

DRESS - Dressing Procedure

OBJECTIVE: To teach S to put on her dress upon request, without buttoning or zipping.

MATERIALS: A dress two sizes too large for S; a dress S's normal size. Both open at the back, have short sleeves, and are unbuttoned or unzipped.

SETTING: S and T standing, beside a table or bed.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized dress.)

Give S her dress.
T touches dress and says,

S, PUT ON YOUR DRESS.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized dress in Stages 2 - 11.)

Begin with shoulders of oversized dress at S's elbow and bodice of dress down at S's waist.
T says,

PUT ON YOUR DRESS,

and immediately assists S to grasp the right shoulder of her dress with her left hand, pull the dress up to S's shoulder and position it properly. Repeat similar action with left shoulder of dress.

Stage 3. Task Request.

Begin as in Stage 2.
T touches one shoulder of oversized dress and says,

S, PUT ON YOUR DRESS.

T touches the other shoulder of dress and repeats task request. If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with S's arms out of arm holes and bodice of oversized dress at S's waist.
T says,

PUT ON YOUR DRESS,

and immediately assists S to grasp right shoulder of dress with left hand so that right arm hole is visible, put right arm into arm hole and pull shoulder of dress up to S's shoulder and position it properly. Repeat similar action with left shoulder of dress. (See Note 1.)

Stage 5. Task Request. (Use oversized dress.)

Begin as in Stage 4.
T touches one shoulder of dress and says,

S, PUT ON YOUR DRESS.

Stage 6. Demonstration.

Place S's oversized dress front-down on a table or bed.
T lifts up back of dress.
T says,

PUT ON YOUR DRESS,

and immediately assists S to bend down, insert her arms and head through the opening, and straighten up so that bodice of dress falls down to S's waist. S should then complete action to position dress properly.

Stage 7. Task Request. (Use oversized dress.)

Begin as in Stage 6.
T lifts up back of dress and says,

S, PUT ON YOUR DRESS.

Stage 8. Demonstration.

Place S's oversized dress front-down on a table or bed.
T says,

PUT ON YOUR DRESS,

and immediately assists S to lift up back of dress, bend down and insert arms and head through the opening, and straighten up so that bodice of dress falls down to S's waist. S should then complete action to position dress properly.

Stage 9. Task Request. (Use oversized dress.)

Begin as in Stage 8.
T touches back of dress and says,

S, PUT ON YOUR DRESS.

Stage 10. Demonstration.

Give S her oversized dress.
T says,

PUT ON YOUR DRESS,

and immediately assists S to place dress front-down on a table or bed. S should then complete action to position dress properly.

Stage 11. Task Request. (Use oversized dress.)

Begin as in Stage 10.
T touches dress and says,

S, PUT ON YOUR DRESS.

Stage 12. Terminal Behavior. (Use normal-sized dress.)

Give S her dress.
T touches dress and says,

S, PUT ON YOUR DRESS.

Give minimal reinforcement and assistance as required.

Stage 13. Posttest. (Use normal-sized dress.)

Give S her dress.
T touches dress and says,

S, PUT ON YOUR DRESS.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. T may wish to teach S to put on her dress using another method. If another approach seems easier for S, T should make the appropriate revisions in the teaching procedure used for her.

2. Once S has mastered buttoning or zipping, this task may also be required as part of S's putting on her dress.

Generalization: After S has met criterion with a short-sleeved dress, a long-sleeved dress may be introduced.

Related Clothing: T can use this same lesson plan as a model to teach S to put on nighties, skirts, and slips. T will need to program the appropriate modifications.

Model Lesson Plan

COAT - Undressing Procedure

OBJECTIVE: To teach S to take off his coat upon request, without unbuttoning or unzipping.

MATERIALS: A coat two sizes too large for S; a coat S's normal size. Both are unbuttoned or unzipped.

SETTING: S and T standing, facing each other.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized coat.)

Begin with coat completely on S.
T touches coat and says,

S, TAKE OFF YOUR COAT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized coat in Stages 2 - 5.)

Begin with coat shoulders at S's elbows, and body of coat hanging loosely behind him.
T says,

TAKE OFF YOUR COAT,

and immediately assists S to reach across the front of his body with his left hand, grasp the right sleeve at the wrist and pull sleeve clear of S's arm. Repeat similar action with left sleeve, completely removing S's coat. (See Note 1.)

Stage 3. Task Request. (Use oversized coat.)

Begin as in Stage 2.
T touches one coat sleeve at the elbow and says,

S, TAKE OFF YOUR COAT.

T touches the other coat sleeve and repeats task request.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with oversized coat completely on S.
T says,

TAKE OFF YOUR COAT,

and immediately assists S to grasp right side of coat at waist level with right hand and left side with left hand and push coat off S's shoulders so that shoulders of coat are at S's elbows. S should then complete action to remove S's coat.

Stage 5. Task Request.

Begin as in Stage 6.
T touches both sides of oversized coat and says,

S, TAKE OFF YOUR COAT.

Stage 6. Terminal Behavior. (Use normal-sized coat.)

Begin with normal size coat completely on S.
T touches coat and says,

S, TAKE OFF YOUR COAT. (See Note 1.)

Give minimal reinforcement and assistance as required.

Stage 7. Posttest. (Use normal-sized coat.)

Begin with normal size coat completely on S.
T touches coat and says,

S, TAKE OFF YOUR COAT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. T may wish to teach S to take off his coat using another method. If another approach seems easier for S, T should make the appropriate revisions in the teaching procedure used with him.

2. If S has difficulty with the normal-sized coat, try having S wear a light short-sleeved shirt rather than a heavy long-sleeved shirt to help alleviate the difficulty of the coat resisting as the arm is pulled from the coat sleeve.

3. Once S has mastered unbuttoning or unzipping, this task may also be required as part of S's taking off his coat.

Related Clothing: T can use this same lesson plan as a model to teach S to take off button-down sweaters, button-down shirts, vests, blouses, pajama tops, jackets, raincoats, and bathrobes. T will need to program the appropriate modifications.

Model Lesson Plan

COAT - Dressing Procedure

OBJECTIVE: To teach S to put on his coat upon request, without buttoning or zipping.

MATERIALS: A coat two sizes too large for S; a coat S's normal size. Both are unbuttoned or unzipped.

SETTING: S and T standing, facing each other.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized coat.)

Give S his coat.
T touches coat and says,

S, PUT ON YOUR COAT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized coat in Stages 2 - 11.)

Begin with shoulders of coat slightly below S's shoulders.
T says,

[illegible] ON YOUR COAT,

and immediately assists S to raise his arms to the shoulder level with an exaggerated forceful movement, causing his coat to be lifted to the shoulder level. T then assists S to grasp the right lapel with his right hand and the left lapel with his left hand and to position his coat properly on his shoulders. (See Note 1.)

Stage 3. Task Request. (Use oversized coat.)

Begin as in Stage 2.
T touches shoulders of coat and says,

S, PUT ON YOUR COAT.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with shoulders of oversized coat at S's elbows.
T says,

PUT ON YOUR COAT,

and immediately assists S to complete action to position coat properly.

Stage 5. Task Request.

Begin as in Stage 4.
T touches shoulders of oversized coat and says,

S, PUT ON YOUR COAT.

Stage 6. Demonstration.

Begin with S's left arm in left coat sleeve and S's right arm out of right sleeve.
T positions right arm hole near S's right elbow.
T says,

PUT ON YOUR COAT,

and immediately assists S to insert right arm into sleeve so that shoulder of coat is at S's right elbow. S should then complete action to position coat properly.

Stage 7. Task Request. (Use oversized coat.)

Begin as in Stage 6.
T touches right arm hole and says,

S, PUT ON YOUR COAT.

Stage 8. Demonstration. (Use oversized coat.)

Begin with S's left arm in left coat sleeve and S's right arm out of right sleeve.
T says,

PUT ON YOUR COAT,

and immediately assists S to reach for and locate right arm hole and insert his arm into sleeve so that shoulder of coat is at S's right elbow. S should then complete action to position coat properly.

Stage 9. Task Request. (Use oversized coat.)

Begin as in Stage 8.
T touches S's right hand and says,

S, PUT ON YOUR COAT.

Stage 10. Demonstration. (Use oversized coat.)

Give S his coat.
T says,

PUT ON YOUR COAT,

and immediately assists S to grasp right shoulder of coat with right hand so that right arm hole is visible, and push right arm into arm hole until shoulder of coat is at S's right elbow. S should then complete action to position coat properly.

Stage 11. Task Request. (Use oversized coat.)

Begin as in Stage 8.
T touches one coat sleeve and says,

S, PUT ON YOUR COAT.

(T may need to give additional encouragement at this stage in order to get S to perform the long chain of activities required.)

Stage 12. Terminal Behavior. (Use normal-sized coat.)

Give S his normal-sized coat.
T touches coat and says,

S, PUT ON YOUR COAT. (See Note 2.)

Give minimal reinforcement and assistance as required.

Stage 13. Posttest. (Use normal-sized coat.)

Give S his normal-sized coat.
T touches coat and says,

S, PUT ON YOUR COAT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. T may wish to teach S to put on his coat using another method. If another approach seems easier for S, T should make the appropriate revisions in the teaching procedure used for that child. One alternative would be to have S put his coat on a table so that it is open (with the lapels turned back and the lining visible) and it is positioned upside-down. S would then put each arm in the appropriate arm hole and flip the coat up over his head, pushing his arms through the sleeves. S would then position the coat properly on his shoulders. (This describes S's terminal behavior - T would have to program this sequence of events in a backward step-by-step order, as is done in this lesson plan.)

2. If S has difficulty with the normal-sized coat, try having S wear a light short-sleeved shirt rather than a heavy long-sleeved shirt to help alleviate the difficulty of the coat resisting as the arm is pushed into the coat sleeve.

3. Once S has mastered buttoning or zipping, this task may also be required as part of S's putting on his coat.

Related Clothing: T can use this same lesson plan as a model to teach S to put on button-down sweaters, button-down shirts, vests, blouses, pajama tops, jackets, raincoats, and bathrobes. T will need to program the appropriate modifications.

Model Lesson Plan

HAT - Undressing Procedure

OBJECTIVE: To teach S to take off his hat upon request, without unsnapping chin strap.

MATERIALS: A stretchable knitted hat or cap; a winter hat with chin strap unfastened.

SETTING: S and T standing, facing each other.

Teaching Procedure

Stage 1. Pretest. (Use hat with chin strap.)

Begin with hat placed firmly on S's head.
T touches hat and says,

S, TAKE OFF YOUR HAT. (See Note 1.)

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use knitted hat in Stages 2 - 3.)

Begin with knitted hat placed firmly on S's head.
T says,

TAKE OFF YOUR HAT,

and immediately assists S to lift his hand to the front of the hat, grasp the hat firmly and pull the hat off of his head.

Stage 3. Task Request.

Begin as in Stage 2.
T touches front of knitted hat and says,

S, TAKE OFF YOUR HAT.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Terminal Behavior. (Use hat with chin strap.)

Begin with hat placed firmly on S's head.
T touches hat and says,

S, TAKE OFF YOUR HAT.

Give minimal reinforcement and assistance as required.

Stage 5. Posttest. (Use hat with chin strap.)

Begin with hat placed firmly on S's head.
T touches hat and says,

S, TAKE OFF YOUR HAT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. T can decide to use either "hat" or "cap" in the task requests; then, T must use that word consistently throughout the two lesson plans for "HAT."

2. Once S has mastered unsnapping, this task may be required as part of S's taking off his hat.

Model Lesson Plan

HAT - Dressing Procedure

OBJECTIVE: To teach S to put on his hat upon request, without snapping chin strap.

MATERIALS: A stretchable knitted hat or cap; a winter hat with chin strap unfastened.

SETTING: S and T standing, facing each other.

Teaching Procedure

Stage 1. Pretest. (Use hat with chin strap.)

Give hat to S.
T touches hat and says,

S, PUT ON YOUR HAT. (See Note 1.)

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use knitted hat in Stages 2 - 9.)

Begin with knitted hat pulled down half-way over S's ears.
T says,

PUT ON YOUR HAT,

and immediately assists S to grasp the hat at both sides and pull the hat down to cover his ears completely.

Stage 3. Task Request.

Begin as in Stage 2.
T touches knitted hat at both sides and says,

S, PUT ON YOUR HAT.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with knitted hat pulled down to top of S's ears.
T says,

PUT ON YOUR HAT,

and immediately assists S to grasp hat at both sides and pull hat out (to avoid catching ears) and down to cover ears completely.

Stage 5. Task Request. (Use knitted hat.)

Begin as in Stage 4.
T touches hat at both sides and says,

S, PUT ON YOUR HAT.

Stage 6. Demonstration.

Begin with knitted hat placed loosely on top of S's head.
T says,

PUT ON YOUR HAT,

and immediately assists S to grasp hat at both sides and pull hat out and down to cover ears completely.

Stage 7. Task Request. (Use knitted hat.)

Begin as in Stage 6.
T touches hat and says,

S, PUT ON YOUR HAT.

Stage 8. Demonstration.

Give knitted hat to S.
T says,

PUT ON YOUR HAT,

and immediately assists S to grasp hat and put it on top of his head. S should then complete action to position hat to cover ears.

Stage 9. Task Request.

Begin as in Stage 8.
T touches knitted hat and says,

S, PUT ON YOUR HAT.

Stage 10. Demonstration. (Use hat with chin strap.)

Give knitted hat to S.
T says,

PUT ON YOUR HAT,

and immediately assists S to grasp hat and put it on top of his head. T then assists S to align hat so that visor (or front of hat) is at the front of his head. S should then complete action to position hat to cover ears. (See Note 2.)

Stage 11. Terminal Behavior. (Use hat with chin strap.)

Give hat to S.
T touches hat and says,

S, PUT ON YOUR HAT.

Give minimal reinforcement and assistance as required.

Stage 12. Posttest. (Use hat with chin strap.)

Give hat to S.
T touches hat and says,

S, PUT ON YOUR HAT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes:

1. T can decide to use either "hat" or "cap" in the task requests; then, T must use that word <u>consistently</u> throughout the two lesson plans for "HAT."

2. If S is having difficulty with correct positioning of visor (or front of hat), T might put a big safety pin on the visor and tell S that the safety pin should end up on S's forehead. Later, the safety pin will not be needed.

3. Once S has mastered snapping, this task may be required as part of S's putting on his hat.

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Model Lesson Plan

MITTEN - Undressing Procedure

OBJECTIVE: To teach S to take off his mitten upon request.

MATERIALS: A right mitten two sizes too large for S; a right mitten S's normal size.

SETTING: S and T sitting, facing each other.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized mitten.)

Begin with right mitten completely on S's right hand.
T touches mitten and says,

S, TAKE OFF YOUR MITTEN.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized mitten in Stages 2 - 3.)

Begin with oversized right mitten completely on S's right hand.
T says,

TAKE OFF YOUR MITTEN,

and immediately assists S to grasp firmly the finger-end of S's mitten and, with an exaggerated forceful movement, pull the mitten clear of S's hand.

Stage 3. Task Request.

Begin as in Stage 2.
T touches the finger-end of S's oversized mitten and says,

S, TAKE OFF YOUR MITTEN.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Terminal Behavior. (Use normal-sized mitten.)

Begin with normal-sized right mitten completely on S's right hand. T touches mitten and says,

S, TAKE OFF YOUR MITTEN. (See Note.)

Give minimal reinforcement and assistance as required.

Stage 5. Posttest. (Use normal-sized mitten.)

Begin with right normal-sized mitten completely on S's right hand. T touches mitten and says,

S, TAKE OFF YOUR MITTEN.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Note: If S has difficulty with normal-sized mitten, try putting talcum powder or corn starch on S's hand and in his mitten to help alleviate the difficulty of the hand resisting as it is pulled from the mitten.

Generalization: When S has met criterion for the right mitten, the left mitten may be introduced.

Related Clothing: T can use this same lesson plan as a model to teach S to take off gloves. T will need to program the appropriate modifications.

Model Lesson Plan

MITTEN - Dressing Procedure

OBJECTIVE: To teach S to put on his mitten upon request, without discriminating right mitten from left mitten.

MATERIALS: A right mitten just slightly too large for S; a right mitten S's normal size. (See Note 1.)

SETTING: S and T sitting, facing each other.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized mitten.)

Place right mitten beside S's right hand.
T touches mitten and says,

S, PUT ON YOUR MITTEN.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized mitten in Stages 2 - 11.)

Begin with cuff of oversized mitten slightly above S's right wrist.
T says,

PUT ON YOUR MITTEN,

and immediately assists S to grasp the thumb-edge of the cuff with his left hand and pull the cuff down to the wrist level.

Stage 3. Task Request. (Use oversized mitten.)

Begin as in Stage 2.
T touches thumb-edge of cuff and says,

S, PUT ON YOUR MITTEN.

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

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Stage 4. Demonstration.

Begin with cuff of oversized mitten slightly above S's right thumb knuckle.
T says,

PUT ON YOUR MITTEN,

and immediately assists S to grasp thumb-edge of cuff with left hand and pull it down to wrist level.

Stage 5. Task Request. (Use oversized mitten.)

Begin as in Stage 4.
T touches thumb-edge of cuff and says,

S, PUT ON YOUR MITTEN.

Stage 6. Demonstration.

Begin with fingers of right hand inside but thumb outside cuff of oversized mitten. Mitten should be positioned at base of fingers so that thumb section is directly above S's extended thumb.
T says,

PUT ON YOUR MITTEN,

and immediately assists S to grasp thumb-edge of cuff with left hand and pull it out and down so that thumb is inserted in thumb hole and mitten is pulled down to wrist level.

Stage 7. Task Request.

Begin as in Stage 6.
T touches thumb-edge of oversized cuff and says,

S, PUT ON YOUR MITTEN.

(T should prevent S's putting his thumb in the body of the mitten by holding the body of the mitten tight around S's fingers so that S's thumb can go only in the thumb hole.)

Stage 8. Demonstration.

Place right oversized mitten flat on S's lap, so that thumb section is on left side.
T says,

PUT ON YOUR MITTEN,

and immediately assists S to lift up cuff of mitten with his left hand and to insert right fingers into body of mitten. (This should position mitten at base of fingers so that thumb section is directly above S's extended thumb.) S should then complete action to position thumb and pull cuff down to wrist level.

Stage 9. Task Request.

Begin as in Stage 8.
T touches cuff of oversized mitten and says,

S, PUT ON YOUR MITTEN.

Stage 10. Demonstration.

Place right oversized mitten beside S's right hand.
T says,

PUT ON YOUR MITTEN,

and immediately assists S to align mitten properly with right hand so that mitten is flat on S's lap and thumb section is on left side. S should then complete action to insert fingers, position thumb and pull cuff down to wrist level.

Stage 11. Task Request.

Begin as in Stage 10.
T touches oversized mitten and says,

S, PUT ON YOUR MITTEN. (See Note 2.)

Stage 12. Terminal Behavior. (Use normal-sized mitten.)

Place right mitten beside S's right hand.
T touches mitten and says,

S, PUT ON YOUR MITTEN.

Give minimal reinforcement and assistance as required.

Stage 13. Posttest. (Use normal-sized mitten.)

Place right mitten beside S's right hand.
T touches mitten and says,

S, PUT ON YOUR MITTEN.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. A mitten two sizes too large for S is not used in this lesson plan because this would increase the probability that S would put his thumb in the body of the mitten. Instead, a mitten just slightly too large for S is used.

2. If S has difficulty with correct positioning of mitten, e.g., confusing which side of the thumb section should be on, a mitten marked with colors (thumb red, finger-edge blue) may be used. In order to teach correct positioning, T may color S's thumb red and fingertips blue to match the mitten. Then S may be shown how to align the mitten using these color prompts. This color prompt should be gradually faded out until criterion is reached with the unmarked mitten.

3. If S has difficulty with normal-sized mitten, try putting talcum powder or corn starch on S's hand and in his mitten to help alleviate the difficulty of the hand resisting as it is pushed into the mitten.

4. Once S has mastered right-left discrimination, this task may also be required as part of S's putting on his mittens. S should then be expected to put the correct mitten on his right and left hands respectively.

Generalization: When S has met criterion for the right mitten, the left mitten may be introduced.

Related Clothing: T can use this same lesson plan as a model to teach S to put on gloves. T will need to program the appropriate modifications.

Model Lesson Plan

ZIPPING - Undressing Procedure

OBJECTIVE: To teach S to unzip a zipper upon request.

MATERIALS: A jacket with large zipper (1/2" wide); a jacket with normal sized zipper (1/4" wide).

SETTING: S and T standing, facing each other.

Teaching Procedure

Stage 1. Pretest. (Put jacket with normal-sized zipper on S.)

Begin with S's jacket fully zipped.
T touches zipper and says,

S, UNZIP YOUR JACKET.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Put jacket with large zipper on S in Stages 2 - 7.)

Begin with large zipper tab pulled to, but not off, the zipper end.
T says,

UNZIP YOUR JACKET,

and immediately assists S to pull the zipper tab up and out so that the catch is released and to pull the tab off the zipper end.

Stage 3. Task Request.

Begin as in Stage 2.
T touches large zipper tab and says,

S, UNZIP YOUR JACKET. (See Note.)

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with large zipper tab pulled half-way to zipper end.
T says,

UNZIP YOUR JACKET,

and immediately assists S to pull zipper tab up and out and to pull tab down and off zipper end.

Stage 5. Task Request.

Begin as in Stage 4.
T touches large zipper tab and says,

S, UNZIP YOUR JACKET.

Stage 6. Demonstration.

Begin with large zipper tab pulled all the way up.
T says,

UNZIP YOUR JACKET,

and immediately assists S to pull zipper tab up and out and to pull tab down and off zipper end.

Stage 7. Task Request.

Begin as in Stage 6.
T touches large zipper tab and says,

S, UNZIP YOUR JACKET.

Stage 8. Terminal Behavior. (Put jacket with normal-sized zipper on S.)

Begin with S's jacket fully zipped.
T touches zipper and says,

S, UNZIP YOUR JACKET.

Give minimal reinforcement and assistance as required.

Stage 9. Posttest. (Put jacket with normal-sized zipper on S.)

Begin with S's jacket fully zipped.
T touches zipper and says,

S, UNZIP YOUR JACKET.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Note: If S has difficulty with this task or with subsequent unzipping tasks, T should stop work on the problem stage and initiate practice on more basic skills needed for zipping. T might have S practice merely picking up and manipulating the zipper tab (a prerequisite needed in Stage 2) and making vertical sweeping gestures with his wrist (a prerequisite skill needed in Stage 4).

Then, if such practice is not sufficient to alleviate the difficulty in the problem stage, T might have S do each stage of the lesson plan using a "zipperboard" that is first placed on a table in front of S. (This will enable S to work away from his body and to see more easily what he is doing.) The "zipperboard" would be made by attaching two pieces of burlap to a square wooden frame so that all sides are secure except the two inner 1" edges upon which a large zipper (1/2" wide) is mounted. Give S Stages 2 - 7 using this frame; then, after S has mastered this, go back and redo those stages using the "zipperboard" placed flat against S's tummy. (This will enable S to work near his body, approximating the terminal behavior.) Then, after S has mastered this, go back and redo Stages 2 - 7 using a jacket on S.

Generalizations: For boys: after S has met criterion with a front jacket zipper, a front pants zipper may be introduced.
For girls: after S has met criterion with front jacket zipper, a side or front pants zipper and a back dress zipper may be introduced.

Model Lesson Plan

ZIPPING - Dressing Procedure

OBJECTIVE: To teach S to zip a zipper upon request.

MATERIALS: A jacket with large zipper (1/2" wide); a jacket with normal sized zipper (1/4" wide).

SETTING: S and T standing, facing each other.

Teaching Procedure

Stage 1. Pretest. (Put jacket with normal-sized zipper on S.)

Begin with S's jacket completely unzipped.
T touches zipper and says,

S, ZIP YO UR JACKET.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Put jacket with large zipper on S in Stages 2 - 9.)

Begin with large zipper tab pulled half-way to zipper top.
T says,

ZIP YOUR JACKET,

and immediately assists S to hold the zipper end firmly with his left hand, and with his right hand, to pull the zipper tab up and out so that the catch is released and to pull the tab up to the zipper top. T should then assist S to push the tab down flat against the zipper so that the catch is locked.

Stage 3. Task Request.

Begin as in Stage 2.
T touches large zipper and says,

S, ZIP YOUR JACKET. (See Note.)

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with large zipper tab pulled to, but not off, zipper end.
T says,

ZIP YOUR JACKET,

and immediately assists S to hold zipper and with left hand, pull zipper tab up and out with right hand, pull up to zipper top, and push tab down flat against zipper.

Stage 5. Task Request.

Begin as in Stage 4.
T touches large zipper tab and says,

S, ZIP YOUR JACKET.

Stage 6. Demonstration. (Use large zipper.)

Begin with S's jacket completely unzipped.
T pulls opposite sides of jacket together and aligns zipper tab with zipper end.
T says,

ZIP YOUR JACKET,

and immediately assists S to insert zipper end into zipper tab. S should then complete action to finish zipping.

Stage 7. Task Request.

Begin as in Stage 6.
T touches large zipper end and zipper tab and says,

S, ZIP YOUR JACKET.

Stage 8. Demonstration. (Use large zipper.)

Begin with S's jacket completely unzipped.
T says,

ZIP YOUR JACKET,

and immediately assists S to pull opposite sides of jacket together and to align zipper tab with zipper end. S should then insert zipper end into zipper tab and complete action to finish zipping.

Stage 9. Task Request.

Begin as in Stage 8.
T touches large zipper end and zipper tab and says,

S, ZIP YOUR JACKET.

Stage 10. Terminal Behavior. (Put jacket with normal-sized zipper on S.)

Begin with S's jacket completely unzipped.
T touches zipper and says,

S, ZIP YOUR JACKET.

Give minimal reinforcement and assistance as required.

Stage 11. Posttest. (Put jacket with normal-sized zipper on S.)

Begin with S's jacket completely unzipped.
T touches zipper and says,

S, ZIP YOUR JACKET.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Note: See "ZIPPING - Undressing Procedure."

Generalizations: See "ZIPPING - Undressing Procedure."

Model Lesson Plan

SNAPPING - Undressing Procedure

INTRODUCTORY COMMENT: This lesson plan is written with respect to a boy's shirt, where the top-fitting snaps (hereafter called "over-snaps") are on the left edge, and the bottom-fitting snaps (hereafter called "under-snaps") are on the right edge, of the shirt. T should make the appropriate changes when teaching snapping to a girl.

OBJECTIVE: To teach S to unsnap garments upon request.

MATERIALS: A shirt or vest with large plastic "easy-to-snap" snaps; a shirt or vest with normal-sized metal snaps.

SETTING: S and T sitting, facing each other.

Teaching Procedure

Stage 1. Pretest. (Put shirt or vest with normal-sized metal snaps on S.)

Begin with S's shirt fully snapped.
T touches snaps and says,

S, UNSNAP YOUR SHIRT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Put shirt or vest with large plastic snaps on S in Stages 2 - 5.)

Begin with bottom snap loosened, but not completely unsnapped.
T says,

UNSNAP YOUR SHIRT,

and immediately assists S to (a) grasp the material at the right edge of the over-snap with his left thumb and forefinger and pull it away from S's body and simultaneously to (b) grasp the material at the right edge of the under-snap with his right thumb and forefinger and hold it down against S's tummy. These simultaneous actions will unsnap the garment.

Repeat demonstration with remainder of snaps, beginning at bottom and working up.

Stage 3. Task Request. (Use "easy-to-snap" snaps.)

Begin as in Stage 2.
T touches bottom snap and says,

S, UNSNAP YOUR SHIRT.

T touches each of the other snaps, beginning at bottom and working up, and repeats task request each time. (See Notes 1 and 2.)

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration. (Use "easy-to-snap" snaps.)

Begin with bottom snap completely snapped.
T says,

UNSNAP YOUR SHIRT,

and immediately assists S to complete action of unsnapping. Repeat demonstration with remainder of snaps, beginning at bottom and working up.

Stage 5. Task Request. (Use "easy-to-snap" snaps.)

Begin as in Stage 4.
T touches bottom snap and says,

S, UNSNAP YOUR SHIRT.

T touches each of the other snaps, beginning at bottom and working up, and repeats task request each time.

Stage 6. Terminal Behavior. (Put shirt or vest with normal-sized metal snaps on S.)

Begin with S's shirt fully snapped.
T touches snaps and says,

S, UNSNAP YOUR SHIRT.

Give minimal reinforcement and assistance as required.

Stage 7. Posttest. (Put shirt or vest with normal-sized metal snaps on S.)

Begin with S's shirt fully snapped.
T touches snaps and says,

S, UNSNAP YOUR SHIRT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. If S has difficulty with this task or with subsequent unsnapping tasks, T should stop working on the problem stage and initiate practice on more basic skills needed for unsnapping. T might have S practice pulling plastic pop-beads apart (a prerequisite needed in Stage 2).

Then, if such practice is not sufficient to alleviate the difficulty in the problem stage, T might have S do each stage of the lesson plan using a "snapboard" that is first placed on a table in front of S. (This will enable S to work away from his body and to see more easily what he is doing.) The "snapboard" would be made by attaching two pieces of burlap to a square wooden frame so that all sides are secure except the two inner 1" edges upon which 3 large over-snaps and under-snaps are mounted. (One important consideration: be sure to mount the over-snaps and under-snaps appropriately with respect to whether it is to be used with a boy or girl -- a boy should use a frame with over-snaps on the left flap and under-snaps on the right flap.) Give S Stages 2 - 5 using this frame; then, after S has mastered this, go back and redo those stages using the "snapboard" turned upside down and placed flat against S's tummy so that the over-snaps will be on the S's left side and under-snaps on S's right side. (This will enable S to work near his body, approximating the terminal behavior.) Then, after S has mastered this, go back and redo Stages 2 - 5 using a shirt or vest on S.

2. At first, T might require S to unsnap only one or two snaps per teaching session. Later, S should be required to unsnap half of the snaps on his shirt or vest, then all of the snaps.

Generalizations: For boys: After S has met criterion with front snaps, a front pants snap may be introduced.
For girls: After S has met criterion with front shirt snaps, side or front pants snaps may be introduced.

Model Lesson Plan

SNAPPING - Dressing Procedure

INTRODUCTORY COMMENT: See "SNAPPING - Undressing Procedure."

OBJECTIVE: To teach S to snap garments upon request.

MATERIALS: A shirt or vest with large plastic "easy-to-snap" snaps; a shirt or vest with normal-sized metal snaps.

SETTING: S and T sitting, facing each other.

Teaching Procedure

Stage 1. Pretest. (Put shirt or vest with normal-sized metal snaps on S.)

Begin with S's shirt completely unsnapped.
T touches snaps and says,

S, SNAP YOUR SHIRT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Put shirt or vest with large plastic snaps on S in Stages 2 - 9.)

Begin with bottom snap loosened, but not completely snapped.
T says,

SNAP YOUR SHIRT,

and immediately assists S to (a) place his forefingers on top of the over-snap and push down and simultaneously to (b) place his thumbs under the under-snaps and push up. These simultaneous actions will snap the garment.

Repeat demonstration with remainder of snaps, beginning at bottom and working up.

Stage 3. Task Request. (Use "easy-to-snap" snaps.)

Begin as in Stage 2.
T touches bottom snap and says,

S, SNAP YOUR SHIRT.

T touches each of the other snaps, beginning at bottom and working up, and repeats task request each time. (See Notes 1 and 2.)

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration. (Use "easy-to-snap" snaps.)

Begin with shirt completely unsnapped.
T positions bottom snap so that the over-snap is directly on top of the under-snap.
T says,

SNAP YOUR SHIRT,

and immediately assists S to complete action of snapping.
Repeat demonstration with remainder of snaps, beginning at bottom and working up.

Stage 5. Task Request. (Use "easy-to-snap" snaps.)

Begin as in Stage 4.
T touches bottom snap and says,

S, SNAP YOUR SHIRT.

T touches each of the other snaps, beginning at bottom and working up, and repeats task request each time.

Stage 6. Demonstration. (Use "easy-to-snap" snaps.)

Begin with shirt completely unsnapped.
T aligns bottom edges of shirt so that over-snap is next to under-snap.
T says,

SNAP YOUR SHIRT,

and immediately assists S to place over-snap directly on top of under-snap. S should then complete action of snapping.

Repeat demonstration with remainder of snaps beginning at bottom and working up.

Stage 7. Task Request. (Use "easy-to-snap" snaps.)

Begin as in Stage 6.
T touches bottom snap and says,

S, SNAP YOUR SHIRT.

T touches each of the other snaps, beginning at bottom and working up, and repeats task request each time.

Stage 8. Demonstration. (Use "easy-to-snap" snaps.)

Begin with shirt completely unsnapped.
T says,

SNAP YOUR SHIRT,

and immediately assists S to align bottom edges of shirt so that over-snap is next to under-snap. S should then complete action of snapping.

Repeat demonstration with remainder of snaps, beginning at bottom and working up.

Stage 9. Task Request. (Use "easy-to-snap" snaps.)

Begin as in Stage 8.
T touches bottom snap and says,

S, SNAP YOUR SHIRT. (See Note 3.)

T touches each of the other snaps, beginning at bottom and working up, and repeats task request each time.

Stage 10. Terminal Behavior. (Put shirt or vest with normal-sized metal snaps on S.)

Begin with S's shirt completely unsnapped.
T touches snaps and says,

S, SNAP YOUR SHIRT.

Give minimal reinforcement and assistance as required.

Stage 11. Posttest. (Put shirt or vest with normal-sized metal snaps on S.)

Begin with S's shirt completely unsnapped.
T touches snaps and says,

S, SNAP YOUR SHIRT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1 and 2. See "SNAPPING - Undressing Procedure."

3. If S has difficulty with correct positioning of over-snap and under-snap; e.g., confusing which over-snap goes with which under-snap, a shirt marked with colors (bottom over-snap and bottom under-snap red, next over-snap and under-snap blue, etc.) may be used. In order to teach correct positioning, S may be shown how to align the over-snap with the appropriate under-snap using these color prompts. These prompts should be gradually faded out until S reaches criterion with the unmarked shirt.

Generalizations: See "SNAPPING - Undressing Procedure."

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Model Lesson Plan

BUTTONING - Undressing Procedure

INTRODUCTORY COMMENT: This lesson is written with respect to a boy's shirt, where buttons are on the right edge, and buttonholes are on the left edge, of the shirt. T should make the appropriate changes when teaching buttoning to a girl.

OBJECTIVE: To teach S to unbutton garments upon request.

MATERIALS: A shirt or vest with large buttons (1 1/2" or larger) and buttonholes (1/2" larger than buttons); a shirt or vest with normal-sized buttons and buttonholes.

SETTING: S and T sitting, facing each other.

Teaching Procedure

Stage 1. Pretest. (Put shirt or vest with normal-sized button and buttonholes on S.)

Begin with S's shirt fully buttoned.
T touches buttons and says,

S, UNBUTTON YOUR SHIRT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Put shirt or vest with large buttons and buttonholes on S in Stages 2 - 5.)

Begin with bottom button pushed half-way out of buttonhole.
T says,

UNBUTTON YOUR SHIRT,

and immediately assists S to (a) grasp the left edge of button with his left thumb and forefinger and push that button clear of the buttonhole and simultaneously to (b) grasp the right edge of that buttonhole with his right thumb and forefinger and push the buttonhole away from the button.

Repeat demonstration with remainder of buttons, beginning at bottom and working up.

Stage 3. Task Request. (Use large buttons and buttonholes.)

Begin as in Stage 2.
T touches bottom button and says,

S, UNBUTTON YOUR SHIRT.

T touches each of the other buttons, beginning at bottom and working up, and repeats task request each time. (See Notes 1 and 2.)

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration. (Use large buttons and buttonholes.)

Begin with bottom button pushed fully into buttonhole.
T says,

UNBUTTON YOUR SHIRT,

and immediately assists S to (a) grasp left edge of button with left thumb and forefinger and pull button to the left and down through, and clear, of buttonhole and simultaneously to (b) grasp right edge of buttonhole with right thumb and forefinger and push buttonhole to the right and up over, and away from, button.

Repeat demonstration with remainder of buttons, beginning at bottom and working up.

Stage 5. Task Request. (Use large buttons and buttonholes.)

Begin as in Stage 4.
T touches bottom button and says,

S, UNBUTTON YOUR SHIRT.

T touches each of the other buttons, beginning at bottom and working up, and repeats task request each time.

Stage 6. Terminal Behavior. (Put shirt or vest with normal-sized buttons and buttonholes on S.)

Begin with S's shirt fully buttoned.
T touches buttons and says,

S, UNBUTTON YOUR SHIRT.

Give minimal reinforcement and assistance as required.

Stage 7. Posttest. (Put shirt or vest with normal-sized button and buttonholes on S.)

Begin with S's shirt fully buttoned.
T touches buttons and says,

S, UNBUTTON YOUR SHIRT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. If S has difficulty with this task or with subsequent unbuttoning tasks, T should stop work on the problem stage and initiate practice on more basic skills needed for unbuttoning. T might have S practice making simultaneous actions with his hands like, for example, pulling a token with one hand and simultaneously pushing it with the other hand, back and forth through a narrow slot in a piece of cardboard (a prerequisite needed in Stage 2).

Then, if such practice is not sufficient to alleviate the difficulty in the problem stage, T might have S do each stage of the lesson using a "buttonboard" that is first placed on a table in front of S. (This will enable S to work away from his body and to see more easily what he is doing.) The "buttonboard" would be made by attaching two pieces of burlap to a square wooden frame so that all sides are secure except the two inner 1" edges upon which 3 buttons (1 1/2" or larger) and 3 buttonholes (1/2" larger than buttons) are mounted. (One important consideration: be sure to mount the buttons and buttonholes appropriately with respect to whether it is to be used with a boy or girl -- a boy should use a frame with buttons on the right flap and buttonholes on the left flap.) Give S Stages 2-5 using this frame; then, after S has mastered this, go back and

redo those stages using the "buttonboard" turned upside down and placed flat against S's tummy so that the buttons will be on S's right side and buttonholes on S's left side. (This will enable S to work near his body, approximating the terminal behavior.) Then, after S has mastered this, go back and redo Stages 2 - 5 using a shirt or vest on S.

2. At first, T might require S to unbutton only one or two buttons per teaching session. Later, S should be required to unbutton half of the buttons on his shirt or vest, then all of the buttons.

Model Lesson Plan

BUTTONING - Dressing Procedure

INTRODUCTORY COMMENT: See "BUTTONING - Undressing Procedure."

OBJECTIVE: To teach S to button garments upon request.

MATERIALS: A shirt or vest with large buttons (1 1/2" or larger) and buttonholes (1/2" larger than buttons); a shirt or vest with normal-sized buttons and buttonholes.

SETTING: S and T sitting, facing each other.

Teaching Procedure

Stage 1. Pretest. (Put shirt or vest with normal-sized buttons and buttonholes on S.)

Begin with S's shirt completely unbuttoned.
T touches buttons and says,

S, BUTTON YOUR SHIRT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Put shirt or vest with large buttons and buttonholes on S in Stages 2 - 9.)

Begin with bottom button pushed half-way into buttonhole.
T says,

BUTTON YOUR SHIRT,

and immediately assists S to (a) grasp the left edge of button with his left thumb and forefinger and pull that button through the buttonhole and simultaneously to (b) grasp the right edge of that buttonhole with his right thumb and forefinger and pull the buttonhole over and then under the button.

Repeat demonstration with remainder of buttons, beginning at bottom and working up.

Stage 3. Task Request. (Use large buttons and buttonholes.)

Begin as in Stage 2.
T touches bottom button and says,

S, BUTTON YOUR SHIRT.

T touches each of the other buttoms, beginning at bottom and working up, and repeats task request each time. (See Notes 1 and 2.)

If necessary, T helps S to complete action described in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration. (Use large buttons and buttonholes.)

Begin with shirt completely unbuttoned.
T aligns bottom button with bottom buttonhole.
T places S's left hand so that thumb is over buttonhole and forefinger is on back side of cloth.
T turns left shirt edge perpendicular to S's body.
T touches bottom button and says,

BUTTON YOUR SHIRT,

and immediately assists S to grasp right edge of button with right thumb and forefinger and push button through buttonhole and against left thumb. T should then assist S to (a) release left forefinger from back side of cloth and replace it on left edge of button and then to (b) release right hand and replace it on right edge of buttonhole. S should then complete action of buttoning.

Repeat demonstration with remainder of buttons, beginning at bottom and working up.

Stage 5. Task Request. (Use large buttons and buttonholes.)

Begin as in Stage 4.
T touches bottom button and says,

S, BUTTON YOUR SHIRT.

T touches each of the other buttons, beginning at bottom and working up, and repeats task request each time.

Stage 6. Demonstration. (Use large buttons and buttonholes.)

Begin with shirt completely unbuttoned.
T aligns bottom button with bottom buttonhole.
T touches bottom button and says,

BUTTON YOUR SHIRT,

and immediately assists S to grasp buttonhole with his left hand so that thumb is over hole and forefinger is on back side of cloth and to turn left shirt edge perpendicular to S's body. S should then complete action of buttoning.

Repeat demonstration with remainder of buttons, beginning at bottom and working up.

Stage 7. Task Request. (Use large buttons and buttonholes.)

Begin as in Stage 6.
T touches bottom button and says,

S, BUTTON YOUR SHIRT.

T touches each of the other buttons, beginning at bottom and working up, and repeats task request each time.

Stage 8. Demonstration. (Use large buttons and buttonholes.)

Begin with shirt completely unbuttoned.
T touches bottom button and says,

BUTTON YOUR SHIRT,

and immediately assists S to align bottom button with bottom buttonhole. S should then complete action of buttoning.

Repeat demonstration with remainder of buttons, beginning at bottom and working up.

Stage 9. Task Request. (Use large buttons and buttonholes.)

Begin as in Stage 8.
T touches bottom button and says,

S, BUTTON YOUR SHIRT. (See Note 3.)

T touches each of the other buttons, beginning at bottom and working up, and repeats task request each time.

Stage 10. Terminal Behavior. (Put shirt or vest with normal-sized buttons and buttonholes on S.)

Begin with S's shirt completely unbuttoned.
T touches buttons and says,

S, BUTTON YOUR SHIRT.

Give minimal reinforcement and assistance as required.

Stage 11. Posttest. (Put shirt or vest with normal-sized buttons and buttonholes on S.)

Begin with S's shirt completely unbuttoned.
T touches buttons and says,

S, BUTTON YOUR SHIRT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1 and 2. See "BUTTONING - Undressing Procedure."

3. If S has difficulty with correct positioning of button and buttonhole; e.g., confusing which button goes with which buttonhole, a shirt marked with colors (bottom button and bottom buttonhole red, next button and next buttonhole blue, etc.) may be used. In order to teach correct positioning, S may be shown how to align the button with the appropriate buttonhole using these color prompts. These prompts should be gradually faded out until S reaches criterion with the unmarked shirt.

Model Lesson Plan

TYING - Undressing Procedure

OBJECTIVE: To teach S to untie his shoelace upon request.

MATERIALS: S's shoe laced with a long, wide shoelace (one end of lace is white, the other colored black); S's shoe laced with a normal-sized lace (both lace ends are the same color).

SETTING: S and T sitting, facing each other.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized shoelace; both lace ends are same color.)

Begin with S's shoelace tied and bowed.
T touches lace ends and says,

S, UNTIE YOUR SHOELACE.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized shoelace; each lace end is a different color, in Stages 2 - 7.)

Begin with lace ends tied but not bowed.
T says,

UNTIE YOUR SHOELACE,

and immediately assists S to place his right index finger under the tied lace ends and pull up until the ends are pulled apart.

Stage 3. Task Request. (Use oversized shoelace.)

Begin as in Stage 2.
T touches place where ends are tied together and says,

S, UNTIE YOUR SHOELACE.

If necessary, T helps S to complete action required in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration. (Use oversized shoelace.)

Begin with lace ends tied and bowed very loosely.
T says,

UNTIE YOUR SHOELACE,

and immediately assists S to (a) grasp right end of lace with right thumb and forefinger and left lace end with left thumb and forefinger and to (b) pull lace ends out and away from each other so the bow is untied. S should then complete action to untie lace.

Stage 5. Task Request. (Use oversized shoelace.)

Begin as in Stage 4.
T touches lace ends and says,

S, UNTIE YOUR SHOELACE.

Stage 6. Demonstration. (Use oversized shoelace.)

Begin with lace ends tied and bowed tightly.
T says,

UNTIE YOUR SHOELACE,

and immediately assists S to complete action to untie lace.

Stage 7. Task Request. (Use oversized shoelace.)

Begin as in Stage 6.
T touches lace ends and says,

S, UNTIE YOUR SHOELACE.

Stage 8. Terminal Behavior. (Use normal-sized shoelace; both lace ends are same color.)

Begin with S's shoelace tied and bowed.
T touches lace ends and says,

S, UNTIE YOUR SHOELACE. (See Note.)

Give minimal reinforcement and assistance as required.

Stage 9. Posttest. (Use normal-sized shoelace; both lace ends are same color.)

Begin with S's shoelace tied and bowed.
T touches lace ends and says,

S, UNTIE YOUR SHOELACE.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Note: If S has difficulty at this stage, T should return to Stage 7 and then gradually fade out first the color prompt (making the lace ends more and more similar in color) and then the size cue (making the lace closer and closer to normal size).

Generalization: After S has mastered untying one shoe, the other shoe may be introduced.

Model Lesson Plan

TYING - Dressing Procedure

OBJECTIVE: To teach S to tie his shoelace upon request.

MATERIALS: S's shoe laced with a long, wide shoelace (one end of lace is white, the other is colored black); S's shoe laced with a normal-sized shoelace (both lace ends are the same color).

SETTING: S and T sitting, facing each other.

Teaching Procedure

Stage 1. Pretest. (Use normal-sized shoelace; both lace ends are same color.)

Begin with S's shoelace untied.
T touches lace ends and says,

S, TIE YOUR SHOELACE.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration. (Use oversized shoelace; each lace end is a different color, in Stages 2 - 11.)

Begin with lace ends tied and bowed very loosely.
T says,

TIE YOUR SHOELACE,

and immediately assists S to (a) grasp the right loop of the shoelace with his right thumb and forefinger and the left loop with his left thumb and forefinger and to (b) pull the loops out and away from each other so that the bow is tightened.

Stage 3. Task Request. (Use oversized shoelace.)

Begin as in Stage 2.
T touches the loops and says,

S, TIE YOUR SHOELACE.

If necessary, T helps S to complete action required in Stage 2. Gradually, such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration. (Use oversized shoelace.)

Begin with lace ends tied and one lace loop just pushed through the opening of the other loop to form a knot.
T says,

TIE YOUR SHOELACE,

and immediately assists S to grasp both loops with respective thumbs and forefingers and to pull loops out so bow is tightened.

Stage 5. Task Request. (Use oversized shoelace.)

Begin as in Stage 4.
T touches loops and says,

S, TIE YOUR SHOELACE.

Stage 6. Demonstration. (Use oversized shoelace.)

Begin with lace ends tied but not bowed.
T forms a loop with each lace end.
T says,

TIE YOUR SHOELACE,

and immediately assists S to cross loops and push one loop behind and through the opening to form a knot. S should then complete action to tighten bow.

Stage 7. Task Request. (Use oversized shoelace.)

Begin as in Stage 6.
T touches loops and says,

S, TIE YOUR SHOELACE.

Stage 8. Demonstration. (Use oversized shoelace.)

Begin with laces tied but not bowed.
T says,

TIE YOUR SHOELACE,

and immediately assists S to form a loop with each lace end. S should then complete action to form and tighten bow.

Stage 9. Task Request. (Use oversized shoelace.)

Begin as in Stage 8.
T touches lace ends and says,

S, TIE YOUR SHOELACE.

Stage 10. Demonstration. (Use oversized shoelace.)

Begin with laces untied.
T says,

TIE YOUR SHOELACE,

and immediately assists S to cross the lace ends, tie them, and pull them out with respective thumbs and forefingers so tie is tightened. S should then complete action to form and tighten bow.

Stage 11. Task Request. (Use oversized shoelace.)

Begin as in Stage 10.
T touches lace ends and says,

S, TIE YOUR SHOELACE.

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Stage 12. Terminal Behavior. (Use normal-sized shoelace; both lace ends are the same color.)

Begin with S's shoelace untied.
T touches lace ends and says,

S, TIE YOUR SHOELACE. (See Note 1.)

Give minimal reinforcement and assistance as required.

Stage 13. Posttest. (Use normal-sized shoelace; both lace ends are same color.)

Begin with S's shoelace untied.
T touches lace ends and says,

S, TIE YOUR SHOELACE.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. If S has difficulty at this stage, T should return to Stage 11 and then gradually fade out first the color prompt (making the lace ends more and more similar in color) and then the size cue (making the lace closer and closer to normal size).

2. T may wish to teach S to tie his shoe using the alternative method of making one loop, passing the other lace end around that loop and pushing it through the hole thus formed so that another loop is formed and the bow can then be tightened. T should break this sequence of tasks into several sub-tasks and present them to S as a backward chain, as is done in this lesson plan.

Generalization: After S has mastered tying one shoe, the other shoe may be introduced.

THE DINING PROGRAM

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THE DINING PROGRAM

Learning appropriate dining skills and behaviors is an important part of the retarded child's instructional program. When children engage in appropriate dining behaviors and eat independently, mealtime is generally a pleasant occasion for the family. On the other hand, families in which a retarded child has not learned appropriate dining skills and behaviors often find meals to be stressful occasions.

The young retarded child can be taught the behaviors and skills required for good eating. A successful child (a) behaves appropriately, in accordance with certain standards of dining-room etiquette, and (b) has mastered certain skills, so that he independently uses the various utensils in an appropriate manner and performs dining tasks efficiently and correctly.

The model lesson plan presented below is based on a task analysis of the dining situation. The complete dining sequence is broken down into a number of behaviors, each of which can be taught in accordance with the principles of behavioral analysis. The child is frequently reinforced for those behaviors which approximate terminal "good eating" behaviors. "Good eating" behaviors are taught step by step, with certain behaviors emphasized at particular points in the instructional sequence. The parent or child care worker gives verbal instructions and physical help only when needed. All verbal instructions should be kept simple; only those words or phrases that are understood by the child should be used. As the child becomes more independent, such assistance is gradually and systematically faded out. The child learns that those behaviors which more and more closely approximate independent "good eating" pay off.

It should be noted that the sequence of behaviors in the lesson plan, which is broken down into discrete "stages" for instructional purposes, is in practice a continuous sequence of interactions between T (parent or teacher) and S (child). It should also be noted that the program describing what T says and does in teaching "good eating" is sufficiently specific to be used verbatim and at the same time sufficiently flexible to be used primarily as guidelines in teaching eating behaviors to the young retarded child. The importance of providing appropriate models for the child to imitate cannot be overemphasized.

MODEL LESSON PLAN: "GOOD EATING"

Objective

To shape each individual "good eating" behavior. The terminal sequence of "good eating" behaviors consists of seven stages:

Stage 1. Entering the dining room - S enters the dining room when told that it is time to eat.

Stage 2. Sitting down at the table - S stands behind his chair, pulls his chair out, sits down, and pulls himself up to the table.

Stage 3. "Good sitting" - S sits on his chair with his back straight and his feet straight down on or directly above the floor.

Stage 4. "Good hands" - S places both hands in his lap. When he eats, his non-preferred hand remains in his lap at all times. After he has completed a scooping, spearing, spreading, or drinking action, he puts the utensil down and places the hand he has just used (preferred hand) back in his lap.

Stage 5. "Good eating" - S engages only in appropriate and relevant behaviors during the meal. There are no inappropriate or disruptive behaviors while he is in the dining situation.

Stage 6. Use of utensils - S independently uses given utensils in an appropriate manner.

Stage 7. Excusing self from the table and leaving the room - When he has finished the meal, S says, "EXCUSE ME." When excused, he leaves the table and pushes his chair back in place at the table. He places his dishes and utensils on the counter. S then leaves the dining room.

Prerequisite Skills

None.

Setting

In the dining situation, the physical setting should provide enough room for the parent or teacher (T) and child (S) to move avout the table. They should be able to stand behind their chairs and pull their chairs in and out easily. The teacher always eats with the child and serves as a model for "good eating" behaviors. The teacher sits near the child and should sit alongside a child for whom physical assistance is part of the

instructional program. When possible, two or more children should participate in the activity. In this way, many of the inappropriate behaviors of a particular child may be ignored, while the appropriate behaviors of a peer can be attended to and reinforced. The use of positive models often expedites the development of "good eating" behaviors. In a group situation, there should be sufficient staff to insure that each child receives the amount of individual instruction required to maintain his particular dining behaviors.

Introductory Comment

In teaching the various "good eating" behaviors, the parent or teacher should carefully consider the extent of the (a) verbal instructions, (b) physical assistance, and (c) reinforcement she gives to the child.

In the beginning, the parent or teacher must talk to the child, assist the child, and reinforce the child frequently. However, if she continues to talk too much, give too much assistance, and reinforce too much, the child will not learn to perform these desired behaviors on his own. In order for the child to perform these behaviors and skills independently, the teacher must GRADUALLY AND SYSTEMATICALLY REDUCE THE AMOUNT OF HER VERBAL INSTRUCTIONS, PHYSICAL ASSISTANCE, AND REINFORCEMENT.

For this reason, each stage of the "good eating" instructional sequence is broken down into three phases of teacher involvement, as follows:

Phase I - The teacher provides maximal physical assistance, gives the greatest amount of verbal instructions, and reinforces each approximation towards the desired appropriate behaviors (continuous reinforcement schedule).

Phase II - Fewer verbal instructions and less physical assistance is necessary, as the child begins to initiate appropriate behaviors on his own. The reinforcement rate is high, but 100% reinforcement is no longer required to maintain "good eating" behaviors.

Phase III - The child comes to initiate on his own all the required "good eating" behaviors, many or all of which formerly required prompts and assistance. Much less frequent reinforcement is now needed to maintain these self-initiated behaviors.

It is imperative that the parent or teacher make every effort to progress through Phases I, II, and III as rapidly as the child's behavior allows. This should help the child perform independently, rather than to rely continually on repeated nagging, unnecessary assistance, and excessive external reinforcement.

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STAGE 1 - ENTERING THE DINING ROOM
STAGE 2 - SITTING DOWN AT THE TABLE
STAGE 3 - "GOOD SITTING"

Teaching Procedure

Phase I (Maximal instructions, assistance, and reinforcement.)

T escorts S into the dining room, accompanies S to the table, points to the chair, and says, "SIT." T assists S in pulling his chair out, sitting down, and pushing his chair in towards the table. T reinforces S.

T demonstrates and gives any physical assistance required to have S sit with his back straight and his feet on or directly above the floor. T reinforces S, saying, "GOOD SITTING."

At intermittent times during the meal, T looks to see if S is showing "good sitting" and reinforces this behavior when it is present. T may have to give occasional reminders like "SHOW ME GOOD SITTING," particularly early in the training.

Phase II (S begins to initiate some behaviors on his own. A reduced frequency of reinforcement is required.)

T tells S that it is time to eat.

S walks to table with T and stands behind chair until T says, "SIT." S pulls chair out, sits, and pulls chair to table. Assistance is given only as needed. T may cue a response by touching the chair that is to be pulled out, rather than giving physical assistance. Gradually, longer sequences of behavior are required in order for S to obtain reinforcement. T occasionally notices S's appropriate behaviors, with comments like "GOOD SITTING."

Phase III (S gradually performs all behaviors on his own, with minimal instructions, assistance, and reinforcement.)

T tells S that it is time to eat.

S enters the room, stands behind his chair, and waits until T begins to be seated. S pulls chair out, sits down, and pulls chair to table. T gives little or no assistance and minimal reinforcement. S shows "good sitting" throughout the entire dining sequence.

STAGE 4 - "GOOD HANDS"
STAGE 5 - "GOOD EATING"

Teaching Procedure

Phase I

A. Before beginning the meal, T says to S, "PUT YOUR NAPKIN IN YOUR LAP," while placing S's napkin in his lap. T reinforces S frequently when his napkin is in his lap. Whenever S removes his napkin, T places it back in S's lap without comment.

B. T tells S to "PUT YOUR HAND IN YOUR LAP," at the same time placing S's non-preferred hand in his lap. T reinforces S frequently when S's hand is in his lap, with comments like, "GOOD HANDS. S HAS HIS HAND IN HIS LAP." Whenever S's hand appears above the top of the table, T places it back in S's lap, giving S as little attention as possible.

C. After S has completed a scooping, spearing, or spreading action, T assists S to return the utensil to the plate, at the same time saying, "PUT YOUR HAND IN YOUR LAP." T assists S in placing his preferred hand (hand in which utensils are most frequently held) in his lap. Reinforce S for doing this each time.

D. After S takes each bite of food, T says, "CHEW." Reinforcement should be given frequently while S is chewing: "GOOD EATING."

E. After S has picked up his glass and drunk from it, T says, "PUT YOUR GLASS BACK," assisting S in doing so. T reinforces S each time the glass is put back on the table appropriately.

Phase II

T continues to give reinforcement at a high rate for appropriate behaviors related to napkin, hand and utensil placement, and for good chewing. Reinforcement rate is slightly below that of Phase I. T gives S physical assistance in performing these behaviors only when necessary. T gives very few verbal instructions concerning these tasks.

At appropriate times, T assists S in picking napkin up and wiping his face. T may give instructions such as, "WIPE YOUR FACE." S should be reinforced enthusiastically for doing this: "GOOD EATING."

Phase III

T gives instructions and physical assistance only as necessary, gradually fading these out. T requires gradually longer sequences of appropriate behavior by S in order that reinforcement be given. S comes to perform on his own all appropriate behaviors relating to napkin, hand and utensil placement and eating.

T begins to initiate conversation during meal. T reinforces S for (a) answering or acknowledging T's questions and statements, and (b) initiating conversation appropriate to mealtime.

STAGE 6 - USE OF UTENSILS

Teaching Procedure

Stage 6 consists of those procedures used in teaching the child to use the various utensils appropriately. Because there are several lesson sub-plans pertaining to Stage 6, these sub-plans are presented below on Pages 107-116.

STAGE 7 - EXCUSING SELF FROM THE TABLE AND LEAVING THE ROOM

Teaching Procedure

Phase I

A. When S has finished eating, T introduces the phrase, "EXCUSE ME." T first says, "HAVE YOU FINISHED EATING?" "YES" (or an appropriate nod). "DO YOU WANT TO BE EXCUSED FROM THE TABLE?" "YES." "SAY, 'EXCUSE ME'." "EXCUSE ME." T reinforces S. It should be noted that, if S does not understand the language in these phrases and/or does not reliably indicate "yes" and "no" vocally or through gestures, this task should not be required.

B. When the meal is finished, T asks S to "PUT YOUR NAPKIN ON THE TABLE." T gives necessary assistance and reinforces S for doing so.

C. T tells S to pull chair out from table, get up, and push chair back in. T gives any physical assistance required. T reinforces S for each appropriate behavior.

D. (Optional) T then asks S to "PUT YOUR DISHES ON THE COUNTER." T gives necessary physical assistance and reinforces S for doing so.

E. T tells S, "YOU MAY LEAVE THE ROOM."

Phase III

A. T asks S, "DO YOU WANT TO BE EXCUSED FROM THE TABLE?" S must answer "EXCUSE ME" in order to be able to leave the table. T responds by saying, "GOOD. YOU MAY BE EXCUSED."

B. When meal is finished, T puts her napkin on the table. S must put his napkin on the table before reinforcement is given. T gives no verbal instructions and gives physical assistance only when needed. T reinforces this behavior intermittently, at a high rate.

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C. S pulls chair out from table, gets up, and pushes chair back in. T gives no verbal instructions and gives physical assistance only when needed. T reinforces S intermittently at a high rate for this sequence of behaviors.

D. (Optional) T then takes her dishes to the counter. S is reinforced for the following specific behavior sequences:

(1) S takes his own dishes to the counter and puts them down;
(2) S does not eat from place on way to counter;
(3) S does not drink from glass on way to counter;
(4) S does not drop any utensil or plate or glass.

T reinforces S at a high rate, as various behavior sequences are completed successfully. The extent of verbal instructions and physical assistance is limited.

E. T tells S, "YOU MAY LEAVE THE ROOM."

Phase III

S says, "EXCUSE ME" without any prompting. S puts napkin on table, gets up, and pushes chair back to table. S may be required to bring empty plates to counter and put them away on his own. T gives no verbal instructions and little or no physical assistance.

T reinforces S at end of meal: "GOOD EATING, S." S leaves room.

Note -

Throughout the instructional sequence, the parent or child care worker is following the principles of behavioral analysis in giving fewer verbal instructions, less physical assistance, and less reinforcement as the child approximates more and more closely the behaviors ideally comprising "good eating." This positive approach, at the same time, to a great extent weakens any inappropriate behaviors which may be present and interfere with "good eating." Moreover, the likelihood of new inappropriate behaviors developing in the dining room is greatly reduced. Since a child cannot simultaneously engage in both a desirable behavior and an undesirable one, as "good eating" behaviors are systematically strengthened, undesirable ones inevitably drop out. For example, the child who successfully learns to place his hand in his lap after each use of the utensil cannot at these times engage in the incompatible behaviors of spilling his milk, throwing his food, etc.

Despite the effective use of such a strategy, children often do engage in inappropriate behaviors at mealtime. In Table 1 below, several inappropriate dining behaviors are specified, and suggested procedures for modifying these behaviors are presented.

The parent or child care worker should take care that the emphases in a "good eating" program always be placed in:

a. modeling and reinforcing appropriate dining behaviors,
b. giving the minimal amount of verbal instructions and physical help necessary to maintain the child's appropriate self-initiated dining behaviors, and
c. not reinforcing inappropriate dining behaviors when they occur.

Many of us do inadvertently reinforce inappropriate behaviors by scolding the child, giving more commands and/or physical assistance, and, in general, by attending to him more whenever he misbehaves. The point of the above analysis is that, by using a consistent, positive approach as outlined above, we can more easily help the child approximate "good eating" behaviors.

TABLE 1

Behavioral Management of
Inappropriate Dining Behaviors

Behavior	Corrective Measure
1. Low preference food (food S dislikes) given to S (example, spinach).	a. S is shown a teaspoon of a high preference food (e.g., applesauce). When S eats a bite of undesired food (spinach), he is reinforced with a spoonful of desired food. b. At first, child gets one spoonful of desired food for each bite of undesired food (1:1 schedule). Gradually, the schedule is increased to two teaspoons of low preference food to one high preference food, etc. The scheduling should eventually result in a high ratio of low preference food to a low ratio of high preference food. Then, only social reinforcement should be given. c. Reinforce good behavior as soon as it occurs.
2. S eats too slowly.	a. A timer is set for 15 minutes for the main meal and 5 minutes for dessert period. Periods may be longer first, gradually reducing to shorter periods. S can learn approximate time allotment for eating by this procedure. b. Food is removed when bell ends eating period. No dessert is given unless a specified portion of main meal is completed. c. Positively reinforce S when meal is completed during time allowed. Reinforce with dessert period.

Behavior	Corrective Measure
3. a. S fills mouth too full.	Replace eating hand in lap after each bite.
b. S taps spoon on dish or table.	Replace eating hand in lap after each bite.
c. S puts left elbow on table.	Place non-preferred hand in lap.
d. S pushes food onto fork or spoon with fingers.	Replace preferred hand in lap following each bite.
e. S drinks with glass with one hand while stuffing food with other hand.	Place non-preferred hand in lap and replace child's preference hand in lap following each bite.
f. S uses both hands to eat or drink simultaneously.	Place non-preferred hand in lap and replace child's preference hand in lap following each bite. *For all of the above correction measures also <u>reinforce</u> <u>appropriate behaviors</u>.
4. S spills food.	1. Stop S from filling spoon or fork too full. 2. Go through motor movement with S then fade assistance. 3. Reinforce appropriate drinking behavior.
5. S's posture unsatisfactory - S bends forward to place.	1. Place left hand on shoulders and pull back slightly. 2. Reinforce for good sitting. 3. Model for S.
6. S spoons, spears, or drinks from a glass inappropriately.	1. Return to demonstration of procedures using fading techniques as described. 2. Reinforce appropriate utensil use.

Behavior	Corrective Measure
7. S swallows food without chewing properly.	1. Demonstrate - teacher chomps teeth saying, "CHEW." T places fingers under chin and rotates jaw. 2. Chewing gum - if child does not swallow it.
8. S crosses legs while eating.	1. Separate legs and say, "SIT NICELY." 2. Reinforce uncrossed legs.
9. S has a tantrum when given a food he dislikes.	1. Push S away from table - no facial expression-and ignore. 2. When tantrum behavior has stopped, reinforce S enthusiastically for behaving appropriately.
10. S bites on fork or licks on spoon after removing food.	1. Remove place immediately. 2. Push S from table. 3. Proceed through correct spooning, gradually fading. 4. Reinforce appropriate use of utensils.
11. S throws food or equipment.	1. Remove plate immediately. 2. Push S from table. 3. Reinforce for appropriate behavior.
12. S eats food from table.	1. Push S from table. 2. Teacher says, "NO." 3. Reinforce for appropriate behavior.

Behavior	Corrective Measure
13. S spits food out of mouth.	1. Remove or withdraw food. 2. Teacher may ask, "DO YOU WANT THIS?" S may dislike food which may cause spitting. 3. Reinforce appropriate chewing.
14. S burps loudly.	Teacher models for phrase - "EXCUSE ME." Reinforce S for approximations to phrase.
15. S displays attention-getting behavior such as coughing, whimpering, whining.	1. Ignore child's behavior until it has stopped. 2. Reinforce when inappropriate behavior has stopped.
16. S says, "NO" in response to T's request.	1. Ignore child completely until behavior has stopped. 2. Reinforce for appropriate behavior.

STAGE 6 - USE OF UTENSILS

Introductory Note -

Our first goal has been to develop "good eating" behaviors, in general. Equally important to the child is the performance of specific skills at the table. For example, the retarded child can be given verbal instructions and physical help in using the spoon, fork, knife, and glass appropriately. For expository purposes, the section on dining has been broken down into (a) "good eating" behaviors (Stages 1, 2, 3, 4, 5, 7) and (b) feeding skills (Stage 6). For teaching purposes, the parent or child care worker begins by analyzing the dining situation, observing those behaviors and skills that a child successfully performs, and teaching those behaviors and skills in which the child is lacking.

Following are a series of lesson plans designed to teach the child the appropriate skills in:

a. use of a fork
b. use of a spoon
c. use of a knife
d. finger feeding
e. use of a glass

Note again that, within each stage of instruction, T progresses from Phase I through Phase III, as S masters each sub-skill to the point where he can perform it on his own with little verbal or physical assistance, and with minimal reinforcement.

In taking the pretest,

A. If S uses the utensil appropriately on his own with few or no errors during that course, S has passed the pretest for that utensil and may be pretested on the use of another utensil.

B. If S fails to meet criterion for the pretest, he is taught the lesson beginning at the point where his action broke down.

Model Lesson Sub-Plan

Fork Feeding

OBJECTIVE: To teach S to eat appropriately with a fork.

PREREQUISITE SKILLS: Upon request, S responds appropriately to "Pick Up."

MATERIALS: A child-size fork; a plate containing a small amount of highly-preferred sticky food; a plate containing a small amount of 1/2" cubes of highly-preferred food. (See Notes 1 and 2.)

SETTING: S and T sitting in small chairs at a small table, with T by S's preferred hand. S should have his hands in his lap.

Teaching Procedure

Stage 1. Pretest.

Begin with fork and plate of <u>cubed</u> food placed appropriately on table in front of S.
T touches fork and says,

S, <u>EAT</u>.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration.

Begin with fork and plate of sticky food placed on table in front of S.
T says,

<u>PICK UP</u> YOUR FORK,

and immediately assists S to pick up the form and hold it appropriately in his preferred hand.

Stage 3. Task Request.

Begin as in Stage 2.
T touches fork and says,

S, PICK UP YOUR FORK. (See Note 3.)

If necessary, T helps S to complete action required in Stage 2. Gradually such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with fork and plate of sticky food placed appropriately on table in front of S.
T says,

S, PICK UP YOUR FORK.

When S is holding fork appropriately in hand, T says,

EAT,

and immediately assists S to (a) spear small amount of food, (b) bring fork to mouth, (c) put food in mouth, and (d) return fork to plate.

Stage 5. Task Request.

Begin as in Stage 4.
T touches fork and says,

S, PICK UP YOUR FORK ... EAT.

If necessary, T helps S to complete action described in Stage 4. Gradually such assistance is faded out.

Stage 6. Demonstration.

Begin with fork and plate of cubed food placed appropriately on table in front of S.
T says,

S, PICK UP YOUR FORK.

(cont.)

When S is holding fork appropriately, T says,

EAT,

and immediately assists S to spear piece of cubed food, bring fork to mouth, put food in mouth, and return fork to plate.

Stage 7. Task Request.

Begin as in Stage 6.
T touches fork and says,

S PICK UP YOUR FORK ... EAT.

If necessary, T helps S to complete action required in Stage 6. Gradually such assistance is faded out.

Stage 8. Terminal Behavior.

Begin with fork and plate of cubed food placed appropriately on table in front of S.
T touches fork and says,

S, EAT.

If necessary, T helps S to complete action required in Stage 7. Gradually such assistance is faded out.

Give minimal reinforcement and assistance as required.

Stage 9. Posttest.

Begin with fork and plate of cubed food placed appropriately on table in front of S.
T touches fork and says,

S, EAT.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. Plates should have slightly rimmed edges to assist S in spearing food.

2. "Highly-preferred" foods are those which S will readily eat with enthusiasm. Examples of sticky foods are mashed potatoes, cut-up squash, cut-up pie or cobbler, etc. Examples of cubed foods are cut-up pears or peaches, cooked carrots or beets, cut-up hamburger or ham, etc.

3. If S has difficulty learning to hold his fork properly, do the following: 1) put 4 small pieces of adhesive tape (each a different color) on S's fingers and hand where the fork touches S's finger and hand, and 2) put 4 identical pieces of tape on the corresponding places on the fork. After S has learned to hold his fork properly using this method, the size and color of the pieces of tape should be faded out until S can hold an unmarked fork properly.

Generalization and Discrimination:

1. Once S has mastered this lesson plan, other foods usually eaten with a fork may be introduced.

2. After S has mastered the use of the fork, knife and spoon, S should be required to use the appropriate utensil for all foods.

Related Concept: Spoon Feeding

This same lesson plan format may be used to teach S to eat properly with a spoon. Materials needed: a child-size spoon; a deep dish containing a small amount of highly-preferred sticky food (e.g., oatmeal, cubed jello, ice cream, thick pudding); a deep dish containing a small amount of highly-preferred semi-liquid food (e.g., thick soup, applesauce, thin custard, dry cereal in milk). T should make the appropriate revisions in the instructional program.

Model Lesson Sub-Plan

Use Of A Knife

OBJECTIVE: To teach S to spread butter appropriately and cut with a knife.

PREREQUISITE SKILLS: Upon request, S responds appropriately to "Pick Up."

MATERIALS: A child-size knife with a blunt cutting edge; a plate containing a small amount of soft butter, mustard or other soft spread, and a slice of bread.

SETTING: S and T sitting in small chairs at a small table, with T by S's preferred hand. S should have his hands in his lap.

Teaching Procedure

Stage 1. Pretest.

Begin with knife and plate containing a small amount of butter and slice of bread appropriately on table in front of S.
T touches knife and says,

S, SPREAD.

Whether or not S spreads appropriately, T touches knife and says,

S CUT THE BREAD.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration.

Begin with knife placed on table in front of S.
T says,

S, PICK UP YOUR KNIFE,

and immediately assists S to pick up the knife and hold it appropriately in his preferred hand.

Stage 3. Task Request.

Begin as in Stage 2.
T touches knife and says,

S, PICK UP YOUR KNIFE. (See Note 1.)

If necessary, T helps S to complete action required in Stage 2. Gradually such assistance is faded out.

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 4. Demonstration.

Begin with knife and plate containing small amount of butter and slice of bread placed appropriately on table in front of S.
T says,

S, PICK UP YOUR KNIFE.

When S is holding knife appropriately in hand, T says,

SPREAD,

and immediately assists S to (a) dip knife into butter, (b) bring knife to bread, (c) spread butter onto bread with knife blade flush against bread, and (d) return knife to plate.

Stage 5. Task Request.

Begin as in Stage 4.
T touches knife and says,

S, PICK UP YOUR KNIFE ... SPREAD.

If necessary, T helps S to complete action required in Stage 4.

Stage 6. Demonstration.

Begin as in Stage 4.
T says,

S, PICK UP YOUR KNIFE.

When S is holding knife appropriately, T says,

CUT THE BREAD,

and immediately assists S to cut bread with cutting edge of knife perpendicular to bread, and return knife to plate. (See Note 2.)

Stage 7. Task Request.

Begin as in Stage 4.
T touches knife and says,

S, PICK UP YOUR KNIFE ... CUT THE BREAD.

If necessary, T helps S to complete action required in Stage 6.
Gradually such assistance is faded out.

Stage 8. Terminal Behavior.

Begin with knife and plate containing a small amount of butter and slice of bread placed appropriately on table in front of S.
T touches knife and says,

S, SPREAD.

If necessary, T helps S.
Gradually such assistance is faded out.

T touches knife and says,

S, CUT THE BREAD.

If necessary, T helps S.
Gradually such assistance is faded out.

Give minimal reinforcement and assistance as required.

Stage 9. Posttest.

Use materials specified in Pretest.
T touches knife and says,

S, SPREAD.

Whether or not S spreads appropriately, T touches knife and says,

S, CUT THE BREAD.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. If S has difficulty learning to hold his knife properly, see Note 3 of the "Fork Feeding" lesson plan.

2. If T uses very fresh bread, it may be too difficult for S to cut. The use of stale bread or toast is then suggested.

Generalizations and Discriminations:

1. Once S has mastered this lesson plan, other spreads like peanut butter and jelly can be used. Also, S may be taught to cut easy-to-cut foods like hamburger, biscuits, etc.

2. After S has mastered the use of the fork, knife and spoon, S should be required to use the appropriate utensils for all foods.

Supplementary Notes

After T has read the lesson plans for "Fork Feeding" and "Use of a Knife," she should be able to program adequately a backward sequence of sub-skills that will teach S other dining skills.

Remember: When necessary, T should help S to perform the sequence of sub-skills required at a given stage; such assistance should then gradually be faded out until S can perform the whole sequence on his own and can thus progress to another stage.

Finger Feeding:

To teach S to finger feed, T essentially helps S to discriminate which foods may be eaten with the fingers (potato chips, fried chicken, bread, carrot sticks, etc.) and which foods must be eaten with utensils. The technique will not need to be taught since all children are "natural finger feeders," but the rules of etiquette that apply will need to be demonstrated and appropriately strengthened and maintained through reinforcement.

Drinking From A Glass:

To teach S to drink from a glass, T should first use a plastic glass filled only 1/4 full. Then, when the child becomes proficient with that, T can introduce glasses filled to the 1/2 or 3/4 levels. It is important always to use a highly-preferred liquid like chocolate milk, orange juice, pop, etc. Assistance is gradually and systematically faded.

THE GROOMING PROGRAM

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THE GROOMING PROGRAM

The following model lesson plans present suggested procedures for teaching the child certain skills in caring for his grooming needs. These plans include instruction in the following areas:

a. Tooth brushing

b. Hand washing

c. Hair brushing

d. Nose blowing

The principles of task analysis, behavioral analysis and management, and errorless learning should be followed in teaching these skills. In particular, the systematic use of reinforcement for the child's approximations and the gradual fading of the teacher's assistance, as the child masters on his own the various substeps, should be emphasized.

Model Lesson Plan

TOOTHBRUSHING

OBJECTIVE: To teach S to brush his teeth upon request.

PREREQUISITE SKILLS: Upon request, S responds by touching "teeth."

MATERIALS: 2 child-size toothbrushes; 2 small tubes of toothpaste (caps removed); 2 small glasses of water; a box of tissues or 2 hand towels.

SETTING: S and T standing at a sink, facing a mirror.

Teaching Procedure

Stage 1. Pretest.

Begin with toothbrush, toothpaste and glass within S's reach.
T touches toothbrush and says,

S, BRUSH YOUR TEETH. (See Note 1.)

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration and Task Request.

Begin with box of tissues or 2 towels within S's reach.
T says,

S, BRUSH YOUR TEETH,

and immediately picks up a tissue or towel, wipes her mouth, and puts down the tissue or towel.

T waits for S to imitate. (If S does not imitate, T assists S to perform the action and then reinforces S. T continues to repeat the task request, gradually fading her assistance until S performs the action without T's assistance.)

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 3. Demonstration and Task Request.

Begin with 2 glasses of water within S's reach.
T says,

S, BRUSH YOUR TEETH,

and immediately (a) picks up glass of water, (b) rinses her mouth with water, (c) spits water into sink, and (d) puts down glass.

T waits for S to imitate. (If S does not imitate, assist as in Stage 2.) (See Note 2.)

T says,

S, BRUSH YOUR TEETH,

and immediately performs above actions in sequence, ending by wiping her mouth.

T waits for S to perform sequence. (If S does not imitate, assist as in Stage 2.) (See Note 3.)

Stage 4. Demonstration and Task Request.

Begin with 2 toothbrushes each having small amounts of toothpaste and 2 glasses of water within S's reach.
T says,

S, BRUSH YOUR TEETH,

and immediately grits her teeth and says, "GRRR."

T waits for S to imitate. (If S does not imitate, assist as in Stage 2.)

T says,

S, BRUSH YOUR TEETH,

and immediately (a) grits her teeth and says, "GRRR" and (b) brushes her front teeth with up and down motions. (See Note 4.)

T waits for S to imitate. (If S does not imitate, assist as in Stage 2.)

Stage 4 (cont'd.)

T says,

S, BRUSH YOUR TEETH,

and immediately performs above actions in sequence, followed by rinsing properly and wiping mouth.

T waits for S to perform sequence. (If S does not imitate, assist as in Stage 2.)

Stage 5. Demonstration and Task Request.

Begin with 2 toothbrushes, 2 tubes of toothpaste (caps removed) and 2 glasses of water within S's reach.
T says,

S, BRUSH YOUR TEETH,

and immediately (s) picks up toothpaste, (b) squeezes small amount of toothpaste onto toothbrush, and (c) puts down toothpaste. (See Note 5.)

T waits for S to imitate. (If S does not imitate, assist as in Stage 2.)

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T says,

S, BRUSH YOUR TEETH,

and immediately performs above actions in sequence, followed by brushing and rinsing properly and wiping mouth.

T waits for S to perform sequence. (If S does not imitate, assist as in Stage 2.)

Stage 6. Terminal Behavior.

Begin with toothbrush, toothpaste and glass within S's reach.
T touches toothbrush and says,

S, BRUSH YOUR TEETH.

Give minimal reinforcement and assistance as required.

Stage 7. Posttest.

Begin with toothbrush, toothpaste and glass within S's reach. T touches toothbrush and says,

S, BRUSH YOUR TEETH.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. In the pretest, terminal behavior and posttest stages, T must use her judgment to determine whether S can brush his teeth sufficiently well to meet criterion. S should be able to clean at least the front teeth properly.

2. If S swallows the water instead of rinsing his mouth, T should demonstrate again, this time spitting out the water as soon as it enters her mouth, without rinsing. (T may have to grasp S's jaw and force it open to prevent S's swallowing the water.) Then, after S has mastered this, S can be reinforced for keeping the water in his mouth and rinsing without swallowing.

3. Stages 3, 4, and 5 are each broken down into two sub-stages. This is done in order that S may first learn and master a new sequence of actions; then and only then will T require that S attach these to the previously mastered action.

4. After S has mastered the up and down motion on his front teeth, S can be reinforced for brushing his other teeth using both the up and down motion for the sides of his teeth and the back and forth motion for the bases of his teeth.

5. S can be taught to screw the cap of the toothpaste tube on and off. After S has mastered this, this task should be required as part of S's brushing his teeth.

Model Lesson Plan

HAND WASHING

OBJECTIVE: To teach S to wash his hands upon request.

PREREQUISITE SKILLS: Upon request, S responds by touching "hand."

MATERIALS: 2 small (hotel-size) bars of soap; 2 hand towels.

SETTING: S and T standing at a sink, facing a mirror.

Teaching Procedure

Stage 1. Pretest.

Begin with soap and hand towel within S's reach.
T touches soap and says,

S, WASH YOUR HANDS. (See Note 1.)

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration and Task Request.

Begin with 2 hand towels within S's reach.
T says,

S, WASH YOUR HANDS,

and immediately (a) picks up a towel and puts it between the palms of her hands, (b) holds towel with her left hand and rubs right palm and then holds towel with her right hand and rubs left palm, until both palms are dry, (c) slides the towel over the back of one hand and rubs until it is dry, then repeats this with the other hand, and (d) puts down the towel.

T waits for S to imitate. (If S does not imitate, T assists S to perform the action and then reinforces S. T continues to repeat the task request, gradually fading her assistance until S performs the action without T's assistance.)

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 3. Demonstration and Task Request.

Begin as in Stage 2.
T turns on faucet in sink. (See Note 2.)
T says,

S, WASH YOUR HANDS,

and immediately (a) puts her hands under the running water, (b) thoroughly rinses her hands, (c) turns off water, and (d) dries her hands.

T waits for S to imitate. (If S does not imitate, assist as in Stage 2.

Stage 4. Demonstration and Task Request.

Begin with 2 bars of soap and 2 hand towels within S's reach.
T turns on faucet in sink.
T says,

S, WASH YOUR HANDS,

and immediately (a) picks up soap and puts it between cupped palms of her hands, (b) puts her hands under water, (c) slides her palms back and forth until lather forms, (d) puts down soap and (e) lathers back of each hand with opposite palm.

T waits for S to imitate. (If S does not imitate, assist as in Stage 2.)

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T says,

S, WASH YOUR HANDS,

and immediately (a) turns on water, (b) performs above actions in sequence, and (c) thoroughly rinses her hands, turns off water and dries her hands. (See Note 3.)

T waits for S to perform sequence. (If S does not imitate, assist as in Stage 2.)

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Stage 5. Terminal Behavior.

Begin with soap and hand towel within S's reach.
T touches soap and says,

S, WASH YOUR HANDS.

Give minimal reinforcement and assistance as required.

Stage 6. Posttest.

Begin with soap and hand towel within S's reach.
T touches soap and says,

S, WASH YOUR HANDS.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. In the pretest, terminal behavior and posttest stages, T must use her judgment to determine whether S can wash his hands sufficiently well to pass criterion. S should be able at least to lather soap into the palms and backs of both hands.

2. T should insure that the water used is not too hot. If there is only one faucet, T should regulate the hot and cold water so that warm water runs out; if there are two faucets, T should plug up the sink and fill it with warm water. In the latter case, the lesson plan will need to be modified as necessary (S must dip hands in water, rather than put them under faucet).

3. Stage 4 is broken down into sub-stages. This is done in order that S may first learn and master a new complex sequence of actions; then and only then will T require that S attach these to a previously mastered action.

Generalization: After S has learned to turn on the water, S should be taught to regulate the temperature of the water and be required to use warm water to wash.

Related Concepts: After S has passed criterion for "hand washing," this same lesson plan format can be used to teach S to wash all other parts of his body. "Face washing" may be taught at the sink, but all other washing should be done in a bathtub. The song, "This is the way we wash our _____," can be used informally as a teaching technique.

If S avoids getting wet in the bathtub or having his hair washed, T should work to get S gradually used to water. First, S should be encouraged and reinforced for placing his hands in a sink or basin of water. Then, S may be seated on the edge of a swimming pool (and later on the edge of a bathtub) and reinforced for dangling his feet in the water. Later, larger and larger areas of S's body should be exposed to the water until S no longer avoids getting his entire body wet.

To adjust S to hair washing, follow the same systematic procedure. Gradually, greater portions of hair are exposed to water, first in playtime, then later in bathtime situations.

Model Lesson Plan

HAIR BRUSHING

OBJECTIVE: To teach S to brush his hair upon request. (Parting the hair is not required.)

PREREQUISITE SKILLS: Upon request, S responds by touching "hair."

MATERIALS: 2 light-weight child-size brushes with handles.

SETTING: S and T standing, facing a mirror.

Teaching Procedure

Stage 1. Pretest.

Begin with brush within S's reach.
T touches brush and says,

S, BRUSH YOUR HAIR. (See Note 1.)

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration and Task Request.

Begin with 2 brushes within S's reach.
T places a brush appropriately (with bristles facing S's body) in S's right hand. (See Note 2.)
T holds her brush in her right hand and says,

S, BRUSH YOUR HAIR,

and immediately brushes the right side of her hair, beginning at the top of the head and going down to the ends of the hair. (See Note 3.)

T waits for S to imitate. (If S does not imitate, T assists S to perform the action and then reinforces S. T continues to repeat the task request, gradually fading her assistance until S performs the action without T's assistance.)

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 3. Demonstration and Task Request.

Begin as in Stage 2, with T and S holding brushes appropriately. T says,

S, BRUSH YOUR HAIR,

and immediately brushes left side of her hair (crossing her right hand in front of her body), beginning at top of head and going down to ends of hair.

T waits for S to imitate. (If S does not imitate, assist as in Stage 2.)

Stage 4. Demonstration and Task Request.

Begin as in Stage 2, with T and S holding brushes appropriately. T says,

S, BRUSH YOUR HAIR,

and immediately brushes front of her hair, beginning at top of head and going forward to ends of hair.

T waits for S to imitate. (If S does not imitate, assist as in Stage 2.)

Stage 5. Demonstration and Task Request.

Begin as in Stage 2, with T and S holding brushes appropriately. T says,

S, BRUSH YOUR HAIR,

and immediately brushes back of hair, beginning at top and going backwards to ends of hair.

T waits for S to imitate. (If S does not imitate, assist as in Stage 2.)

Stage 6. Demonstration and Task Request.

Begin with 2 brushes within S's reach.
T says,

S, BRUSH YOUR HAIR,

and immediately (a) picks up brush and holds it appropriately, (b) brushes both sides, front, and back of hair in any order, and (c) puts down brush.

T waits for S to imitate. (If S does not imitate, assist as in Stage 2.)

T may need to give additional cues in order for S to complete the entire sequence of actions by pointing to a part of S's hair that has not yet been brushed.

Stage 7. Terminal Behavior.

Begin with brush within S's reach.
T touches brush and says,

S, BRUSH YOUR HAIR.

Give minimal reinforcement and assistance as required.

Stage 8. Posttest.

Begin with brush within S's reach.
T touches brush and says,

S, BRUSH YOUR HAIR.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. In the pretest, terminal behavior and posttest stages, T must use her judgment to determine whether S can brush his hair sufficiently well to pass criterion. S should be able to leave his hair somewhat smooth (depending on the texture, thickness and curl of S's hair) and in orderly fashion.

2. This lesson plan is written for a right-handed S. If S is left-handed, T should make the appropriate revisions in the lesson plan.

3. Where on the top of the head S begins to brush depends on where S's hair is parted. Also, depending on S's hair style, S may need to be taught to brush (1) side hair back behind S's ears, rather than straight down, or (2) front hair back to the top of the head, rather than forward.

Related Concepts: After S has passed criterion for "hair brushing," this same lesson plan format can be used to teach S to comb his hair. This skill is taught after brushing since combing is a more refined skill, requiring S to remove snarls.

Model Lesson Plan

NOSE BLOWING

OBJECTIVE: To teach S to blow his nose upon request.

PREREQUISITE SKILLS: Upon request, S responds by touching "nose."

MATERIALS: A box of tissues; a wastebasket.

SETTING: S and T standing or sitting.

Teaching Procedure

Stage 1. Pretest.

Begin with tissue and wastebasket within S's reach.
T touches tissue and says,

S, BLOW YOUR NOSE. (See Note 1.)

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Stage 2. Demonstration and Task Request.

Begin with tissue and wastebasket within S's reach.
T says,

S, BLOW YOUR NOSE,

and immediately (a) picks up a tissue, (b) places the tissue under her nose and wipes her nose using her thumb and forefinger, and (c) puts the tissue into the wastebasket.

T waits for S to imitate. (If S does not imitate, T assists S to perform the action and then reinforces S. T continues to repeat the task request, gradually fading her assistance until S performs the action without T's assistance.)

Give immediate and enthusiastic reinforcement for S's approximations to the desired sequence of sub-skills.

Stage 3. Demonstration and Task Request.

Begin as in Stage 2.
T says,

S, BLOW YOUR NOSE,

and immediately (a) picks up a tissue, (b) places tissue under her nose, (c) blows hard through her nasal cavity so that there is an audible sound, and (d) wipes her nose and puts tissue into wastebasket. (See Note 2.)

T waits for S to imitate. (If S doesn't imitate, assist as in Stage 2.)

Stage 4. Terminal Behavior.

Begin with tissue and wastebasket within S's reach.
T touches tissue and says,

S, BLOW YOUR NOSE.

Give minimal reinforcement and assistance as required.

Stage 5. Posttest.

Begin with tissue and wastebasket within S's reach.
T touches tissue and says,

S, BLOW YOUR NOSE.

Do not reinforce a correct response and do not correct an incorrect response. Give no assistance.

Notes: 1. In the pretest, terminal behavior and posttest stages, T must use her judgment to determine whether S can blow his nose sufficiently well to pass criterion. S should be able at least to blow through his nasal cavity and wipe his nose with a tissue.

2. If S has difficulty blowing through his nasal cavity (many children persist in blowing through their mouths), T should place her hand over S's mouth so that the air will have to come through his nose. However, S should not be taught to close his mouth when blowing his nose because this can cause permanent damage to the ear drums.

THE TOILET TRAINING PROGRAM

THE TOILET TRAINING PROGRAM

The purpose of this section is to aid the parent or child care worker in developing and carrying out a systematic program for toilet training. She observes the child's toileting behaviors and then develops a training program on the basis of these observations. The child demonstrates that he is "trained" when he consistently goes to the toilet on his own initiative and has no accidents for a period of at least one month.

Toileting is divided into four sections:

A. Comments on Basic Questions Raised by Parents and Child Care Workers.

B. Stage I. Pretraining Observation and Record Keeping.

The purpose of this stage is to provide accurate records of the child's toileting behavior before any attempt is made to toilet train the child. A rationale for such an approach is given, and the instructional material describes how training is carried out.

C. Stage II. Developing and Implementing A Toilet Training Schedule.

From the records kept during Stage I, the parent or child care worker develops a training program based on the child's observed periods of dryness.

D. Stage III. Developing the Child's Self-Control.

As the child progresses through the program, the responsibility of deciding when and where to toilet is gradually shifted from the parent to the child. The child who successfully progresses through this stage is, by definition, toilet trained.

Comments on Basic Questions Raised by Parents and Child Care Workers

1. Why should a child be toilet trained?

   Virtually all children are physically able to be trained. Moreover, a clean child is more socially acceptable than a soiled child. Finally, there is less work for the parent or child care worker and more comfort for the child when the child is toilet trained.

2. When is a child considered to be "toilet trained?"

   When a child consistently goes to the toilet on his own initiative and has no accidents for a period of at least one month, he is, by definition, toilet trained.

3. Is checking with a physician before commencing training advisable?

   This is always advisable to do whenever possible.

4. What indicates a child's readiness for toilet training?

   A child is ready for bladder training when wetness occurs at regular intervals with consistent periods of dryness (1 1/2 - 2 hours) between wet responses. Bowel training is indicated when the child's bowel movements occur in a consistent pattern from day to day.

5. Should training stop if the child is ill?

   It would depend on the child's medical condition. The schedule should be maintained if the illness is minor. For illness which is more serious, your physician may advise. If training is interrupted because of illness, the program should be resumed as soon as possible after the child's recovery.

6. Can toilet training be started for a few days and then dropped?

   A. No, provided that (1) there is no medical problem; and (2) that the child is ready for training, as defined in comment 4. The success of the toilet training program depends to a great extent on the consistency of the parent or child care worker. Even if the child is experiencing temporary setbacks, it is important to follow through with the program from the beginning.

   B. Yes, provided that (1) there is a medical problem; or (2) the program was begun before the child was ready as defined in comment 4.

7. What is consistency?

Every time the child has a bladder or bowel movement, the action taken by the parent or child care worker should be the same. It is important that the parent or child care worker use the same words (a) when giving instructions to the child before toileting, (b) when making comments during toileting, and, (c) when reinforcing after appropriate toileting behavior.

To be consistent, it is necessary to set specific standards for what the child is expected to do. At first, little is expected from the child and minimal standards are set. As the child meets the given standard, greater demands are gradually made until the child is toilet trained.

8. Should a child be told when he is dry?

Yes. Check his pants for dryness frequently. Each time he is dry, hug him and enthusiastically say something like, "Good, Steve. You're dry!"

9. Should appropriate toileting behavior be reinforced or rewarded?

Yes, each time the child makes the desired response he should be enthusiastically rewarded with praise, hugs, and smiles.

10. Can a primary or food reinforcer be used to reward the child?

Yes. In many cases it is necessary to begin with a primary reinforcer such as candy. Just before giving the child candy, praise him, saying, for example, "Good, Steve. Steve went potty." This same procedure should be followed each time the appropriate behavior occurs. Eventually the child will learn to respond to praise, and primary reinforcers such as candy will not be necessary.

11. How long should a child sit on the toilet at a time?

Five minutes should be the maximum. If the child does not have a bowel or bladder movement during this time period, praise the child for sitting and plan to try again at the next scheduled time. The toilet should be made as comfortable as possible by providing a back rest and support for the child's feet.

12. Should one stay with the child while requesting toileting behavior?

Yes. Your reinforcement is needed to some degree throughout the child's responding period.

13. Are potty chairs advisable?

Potty chairs are not advisable as they add an additional unnecessary step in the training sequence.

14. If the child is playing, should one adhere to the scheduled time?

Yes. Try to ease him away from the play activity by reinforcing him for being dry, and then saying, "Steve, go potty." When he approaches the bathroom, you might say something like, "Good boy for coming."

15. What if the child has accidents?

Accidents occur from time to time as the child is progressing through the toileting program. The best procedure is to praise the child frequently whenever he responds correctly. He will learn that it "pays" to be dry. The procedures for handling the child when accidents occur are discussed in Stage II.

16. What is meant by self-control?

The child, cued by a physiological feeling of fullness, himself decides when and where to make a correct toileting response.

STAGE I.

Pretraining Observation and Record Keeping

The goal of the toilet training program is correct, consistent, self-initiated toileting behavior. In order to plan such a program it is essential first to record accurately the child's actual toileting responses. Chart 1: Response Record - Day (See page 145), has been designed to facilitate such record keeping. Responses are coded in terms of whether they are (a) wet or bowel, (b) correct or accident, or (c) child-initiated or assisted.

W	Correct Wet
B	Correct Bowel
(W)	Accident Wet
(B)	Accident Bowel
W+, B+	Child-initiated
W-, B-	Parent or Child Care Worker Assisted

Each toileting response is recorded on the chart in terms of date and time of day (from 7 a.m. through 9 p.m.). Accurate recording provides systematic information concerning the child's toileting behaviors, and particularly, his patterns of responding. A period of 14 days is usually sufficient to establish reliable toileting patterns. If reliable patterns have not been established after 30 days, then the child is probably not yet ready to be toilet trained.

An analysis of the sample chart (See page 145) indicates that the child's urination responses generally occur at approximately 7:45 a.m., 1:00 p.m., 4:00 p.m., 7:00 p.m., and 9:00 p.m. His bowel responses occur around 9:15 a.m. Also to be noted are the child's regular periods of dryness between his typical toileting responses. The consistency of these periods of dryness indicates that this child is probably ready to begin a toilet training program.

From observations recorded on the Sample Response Record - Day, it appears that the primary factors indicating the child's readiness for toilet training are (1) urination and/or bowel responses falling within certain daily time period(s), e.g., 12:30 - 1:00 p.m., and (2) regular periods of dryness.

During this observational phase, the parent or child care worker follows the same procedures and uses the same language she has previously been using. The purpose of this phase is to provide a record of the child's baseline, or pretraining toileting behaviors.

It should be noted that the child should not be taken to the toilet during the baseline observation period; rather, the parent should keep a careful record of when the child's diapers are wet or soiled. It is recommended that the child be checked regularly every 30 minutes to an hour, or as needed. The aim is to record the child's bladder and bowel responses before any intervention is made by the parent or child care worker.

STAGE II.

Developing and Implementing A Toilet Training Schedule

The schedule for teaching a child appropriate toileting behavior is based on the observational records, which indicate the child's daily patterns of urination or bowel movements. Urination and/or bowel training is initiated when and only when a consistent response pattern is observed over a 14-day period. Priority is given to the most consistent response pattern. Thus, bowel training and urination training can occur either simultaneously or independently of each other. To determine teaching priorities, it is recommended that: (a) bowel responding should receive instructional priority when the child's bowel movements occur in a consistent pattern each day; (b) instruction should begin with urination training, similarly, if urination responding occurs in a consistent time pattern; (c) both may be taught at the same time if bowel and urination both fall into consistent response patterns. The child should be dry for periods of 1 1/2 - 2 hours in order to begin training.

The procedure for implementing a toilet training schedule is as follows:

1. Take the child to the bathroom and instruct him to "Go potty" ten minutes prior to his typical observed times. For example, the child whose toileting responses were observed in the sample chart in Phase I (See page) would be taken to the bathroom at 7:35 a.m., 9:05 a.m., 12:50 p.m., 3:50 p.m., 6:50 p.m., and 8:50 p.m. The aim is both to prevent accidents and to have the child toilet, given a specific cue like, "Go potty."

2. It is essential that the language a parent or child care worker uses be (a) concise, (b) clear, and (c) very consistent from day to day. Instructions should consist simply of a statement like, "Go potty."

3. Reinforce the child for correct responding. After a correct response in the bathroom, a statement such as, "Good, Steve. Steve went potty!" may be made each time. A food reinforcer or toy may be given just prior to the verbal statement.

4. Encourage and reinforce dryness throughout the day. From time to time the parent or child care worker should touch the child's dry pants and comment, "Good, Steve is dry."

5. The importance of the parent proving consistent instructions and consistent consequences from day to day cannot be overemphasized.

Adherence to a schedule that permits the child to make his toileting responses on the potty in the bathroom, coupled with consistent language and sufficient reinforcement for correct responses will go a long way toward preventing accidents and teaching the child appropriate toileting behaviors. The schedule should be modified only if there is a clear change in the child's time patterns. Maintenance of regular eating and drinking schedules is also an important part of a toileting program.

Accidents will occur during training. The important point is the way the parent or child care worker responds to the child when an accident does occur. Procedures for responding to accidents are outlined as follows:

1. Let the child remain in his wet or soiled pants for a few minutes so that he may experience some discomfort. Make no comments.

2. Change his pants, but show no facial expression, touch the child as little as possible, and say nothing to him. You are, in effect, virtually ignoring him when he has an accident.

3. Reinforce him very frequently in the next few hours for being dry. For example, go to him fifteen minutes after the accident and, with smiles and hugs, praise him: "Steve, good. You're dry!" The purpose is to give the child the clear message that it pays to be dry. When he is dry, he receives praise, physical contact, etc. When he is wet or soiled, he is ignored and uncomfortable.

4. If accidents persist for a period of two months or more, perhaps still more undesirable consequences could be applied following each accident. For example, the child might be left in his wet or soiled pants for longer periods of time, if this makes him uncomfortable. Again, it is critical to reinforce the child at a high rate when he is dry, particularly during the hours following the accident. Reinforcement for the child's being dry should be maintained throughout the program.

It is important to maintain throughout the training period accurate records of each day's toileting responses in terms of the code on Chart 1. Revisions in (a) the schedule, (b) the instructions, (c) the rate of reinforcement, or (d) the specific procedure for handling accidents are made in accordance with the child's actual behavior as recorded on the charts. Care should be taken not to alter more than one of these elements at a time in order to maintain the child's ongoing behaviors.

During this stage of training, the child is dependent on his parent's taking him to the bathroom at the scheduled times and providing instructional cues for performing the appropriate toileting behaviors. Gradually, the child will develop (a) more self-initiative in knowing when he has to go to the toilet and (b) more self-control of his toileting responses. As toileting behaviors remain consistent over a period of a month or more and become strengthened, the child is ready to begin Stage III.

The decision as to when to begin the use of training pants is the responsibility of the parent or child care worker. In general, it is best to begin their use as soon as is practically feasible to do so. One criterion to consider is that when the child is responding to the training procedure by (a) consistently indicating when he needs to go to the bathroom and (b) regularly urinating or having a bowel movement when he is placed on the potty, he should be put in training pants. This is a necessary step in teaching the child to care for his own needs, and it is often reinforcing for the child.

STAGE III.

Developing the Child's Self-Control

The purpose of the overall toileting program has been to teach the child to perform, on his own initiative, appropriate toileting responses on every occasion. Up to this point, the procedure has focused on providing the child with both verbal cues and physical assistance in order that he might make the correct response. The purpose of Stage III is to develop self-control on the part of the child. During Stage III, therefore, it is important that the parent or child care worker gradually and systematically fade out the extent of (a) the cues that tell the child when it is time to go and (b) physical assistance in the bathroom.

Maintaining a consistent reinforcement schedule demonstrates to the child that it pays to assume the responsibility himself for deciding to go to the bathroom and what to do while there. Comments like, "Good, Steve. You went potty yourself" or "Good, Steve, you're dry!" are appropriate in these respective circumstances.

Some of the steps required in order to reach these goals are:

(a) teaching the child to respond by a nod of the head or a "Yes" or "No" response when he is asked if he has to go to the toilet,

(b) teaching the child to indicate spontaneously by a gesture or a vocal response that he has to go,

(c) teaching the child to lead the parent or child care worker to the bathroom, and

(d) fading out the presence of the parent or child care worker in the bathroom.

Each of these behaviors is shaped in accordance with the principles of behavioral analysis and management.

Night training may be considered when the child begins to assume more responsibility for his toileting behaviors. The following are points which should be attended to in night training activities:

1. Increase the amount of liquid during the day and reduce the amount of liquid in the evening.

2. Give no liquids within 1 1/2 hours before bedtime.

3. Maintain the day schedule.

4. Put the child to bed at approximately the same time each night.

5. Check the child's bed for wetness or dryness 1 1/2 hours after he has been put to bed.

6. Keep a record throughout the night of the child's wet responding for a period of 14 days. In an institutional setting, records of responses can be kept. Thus, a night schedule can be maintained. (See Chart 2: Response Record - Night, See page 146.) A parent may have to be satisfied with maintaining accurate records only during her own waking hours. If a child has been having accidents, and he is beginning to demonstrate longer and longer periods of dryness at night, special reinforcement first thing in the morning (saying, "Steve, you're still dry!" and giving him his favorite cereal, etc.) is often helpful.

7. Set up a schedule for toileting the child at night based on his accidents at night. The parent may also check the child before she goes to sleep at night and first thing in the morning. The child may be taken to the bathroom when indicated, if it is not too upsetting for him.

8. Toilet the child at night in accordance with the above schedule.

As a child is being successfully toilet trained, further refinements in the toileting procedure may be taught, in accordance with the principles of behavioral analysis. These behaviors include:

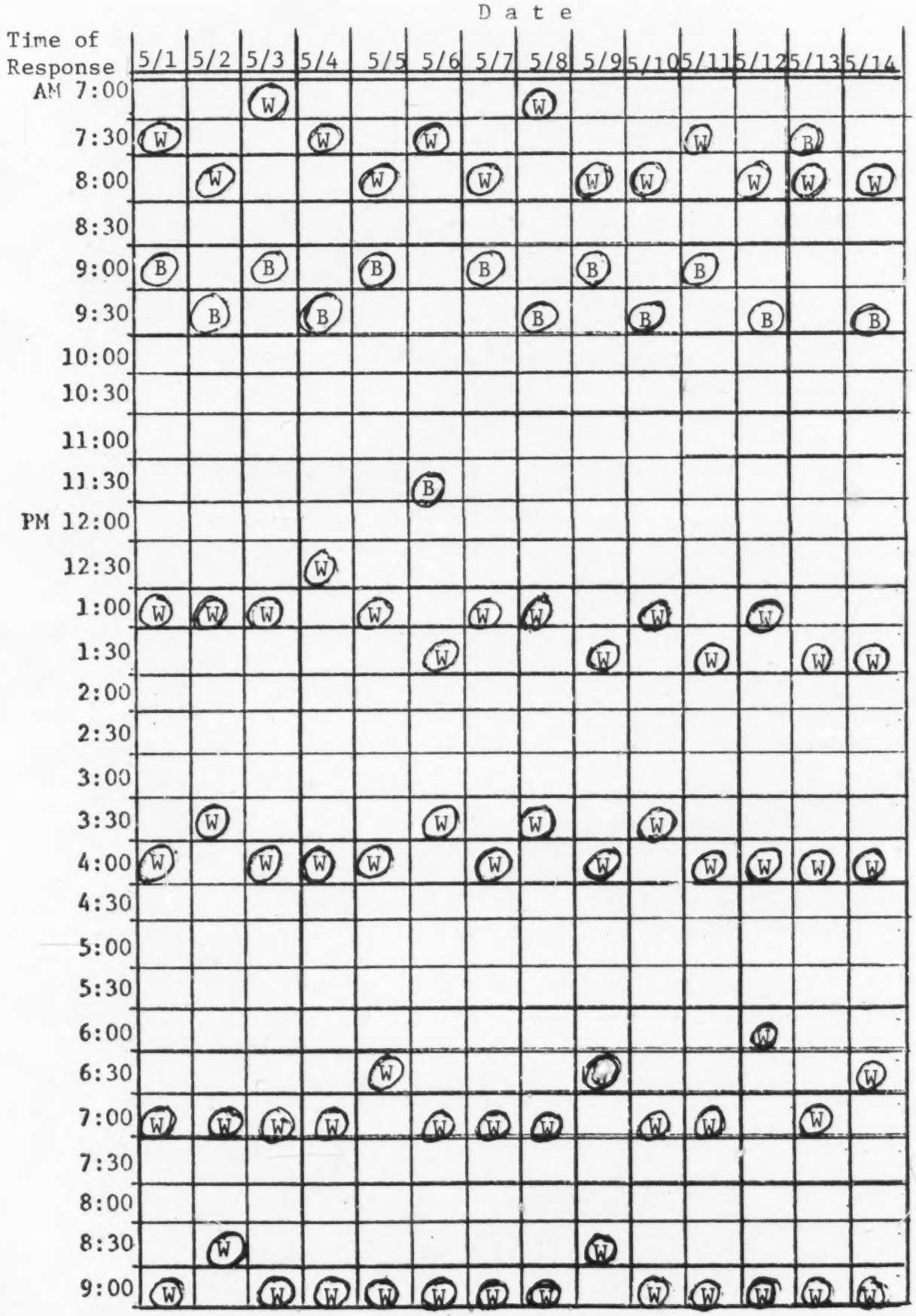
a. proper manipulation of clothes before and after toileting
b. teaching boys to stand when urinating
c. appropriate use of toilet tissue
d. flushing the toilet
e. washing hands
f. closing the door for privacy.

Children find the independent performance of many of these behaviors to be reinforcing.

CHART 1: Response Record - Day

(sample chart)

Name_____



Response Key

W	Correct Wet	W+ }	Child-
B	Correct Bowel	B+ }	Initiated
(W)	Accident Wet	W- }	Parent or Child Care
(B)	Accident Bowel	B- }	Staff Assisted

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CHART 2: Response Record - Night

Name_____

Time of Response	Date													
PM 9:30														
10:00														
10:30														
11:00														
11:30														
12:00														
AM 12:30														
1:00														
1:30														
2:00														
2:30														
3:00														
3:30														
4:00														
4:30														
5:00														
5:30														
6:00														
6:30														

Response Key

W	Correct Wet	W+	Child-
B	Correct Bowel	B+	Initiated
(W)	Accident Wet	W-	Parent or Child Care
(B)	Accident Bowel	B-	Staff Assisted